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ABSTRACT

This source book is designed to inform agencies and other adult education programs, in as much detail as possible, of processes and procedures involved in initiating a complete training program to address the needs and desires of the adult mentally handicapped individual. It offers concrete information emanating from the initiation of such a program in East Brunswick, New Jersey. Two major sections deal with organizing a program and instructional and counseling components. The first section discusses goal setting, staffing, facility needs and component scheduling (including recruitment, scheduling, transportation), and record keeping. The second section focuses on program impact and instructional and counseling components. These instructional components are included: basic skills, communication skills, personal health and hygiene, grooming, sex education, clothing maintenance, shopping and food preparation, social dance, performing dance company, arts and crafts, community experience activities, social, and parent group. Each course component, which is broken down into further activity areas, presents the course description objectives, methods of implementation, and instructional materials, where appropriate. Positive programming aspects, comments regarding implementation of activity objectives, problem areas, and, where possible, recommended solutions are provided for each activity area. Overall component recommendations are also included. Appendixes contain tests and assessment instruments and forms and notifications. (YLB)

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EAST BRUNSWICK

ADULT AND CONTINUING EDUCATION PROGRAM

PROGRAMMING

FOR THE

ADULT MENTALLY HANDICAPPED

SOURCE BOOK

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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June 1980

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PROGRAMMING FOR THE ADULT MENTALLY HANDICAPPED

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PREFACE

The pages you are about to read speak to the dreams, struggles and disappointments of a population numbering in the millions. These people, who have handicaps previously considered hopeless, who had only dependent, non-productive, confined lives ahead of them, are now being offered encouragement through new definitions which have created a new focus and new opportunities for their growth. Their families and friends also are being reassured and heartened by these new developments.

It is with a great deal of pride and pleasure that the East Brunswick Board of Education, through the efforts of its Adult and Continuing Education Program and the cooperation of the New Jersey Division of Mental Retardation, has participated in a pilot project serving the adult mentally handicapped population in Middlesex County. The goal of this pilot project, which has responded to new definitions of retardation, has been to afford mentally retarded adults an opportunity to grow to their capacity and level of independence. The focus of the project has been on dignity for all human beings. It has realized much success, through the support and work of more people than can be mentioned here.

It is our intention, through the distribution of this source book, that other programs be instituted, thereby broadening the vistas of the retarded adult.

Joseph J. Sweeney, Ed.D.

Superintendent of Schools
East Brunswick, New Jersey

FOREWORD

During the 1960s, pilot projects were started by the New Jersey Division of Mental Retardation to provide programs for both children and adults who were severely and profoundly retarded. While the focus of the community day programs was for children who were excluded from the public school, they brought to light a considerable number of severely and profoundly retarded adults who were ineligible for other community programs. These adults were not eligible for workshops, work activity training programs, or other community services. In July of 1975 an intra-departmental agreement was signed with the Office of the Commissioner for Adult Activities Programs through Title VI (Title XX as of October 1, 1975). This agreement provided services for 530 mentally retarded adults in 22 community facilities. This level of service has grown to a current enrollment of 1103.

In the direction of expanding our scope to accommodate the goals of the Division of Mental Retardation, we have, in cooperation with the East Brunswick Adult and Continuing Education Program, supported a pilot project during evening hours for those developmentally disabled adults in need of a program. Incorporated into the evening program is the philosophy of the day Adult Training Services programs. The basic belief of the program is that each individual served is an adult who, given opportunities for experience and training, can exercise independence in choices, can bear responsibility for his/her works and actions, and can cope realistically with his/her situation; that is, can function as an adult in his/her environment.

The focus of this project is to offer a variety of programming components in an effort to enhance social development as well as afford the opportunity to develop skills which would increase the potential of independent living. This pilot project also has the capability of making functional academic instruction available to more advanced clients, thereby increasing skill ability to the capacity of the individual.

As long as funds continue for this purpose, the Bureau of Adult Training Services plans to work with various agencies to provide appropriate adult education services to assist handicapped adults.

Gladys Goehringer

Bureau Chief
New Jersey Department of Human Services
Division of Mental Retardation

INTRODUCTION

The Adult Mentally Handicapped Program is one aspect of the East Brunswick Adult and Continuing Education Program, which functions as an arm of the East Brunswick Board of Education. The philosophy of the Adult and Continuing Education Program is to service East Brunswick and the surrounding communities in the area of self-growth. The focus of learning, living, and creating, culminating in a positive self-image and ultimate self-satisfaction, is extended to populations requiring support, direction, education, and training. The attempt to service the adult mentally handicapped individual in the direction of competence in independent living skills brought about the creation of a comprehensive pilot project. This project benefitted from both the expertise and financial support of the New Jersey Division of Mental Retardation.

The pilot project was composed of ten training and educational components, a counseling component, a parent/guardian support group, and community experience opportunities. The program functioned four evenings per week between the hours of 7:00 and 10:00 PM in three main facilities (East Brunswick High School, The Library of East Brunswick, and the East Brunswick Elks Club, Lodge No. 2370). The population served was adults between the ages of 18 and 55, ranging in IQ from 10 to 85 (based on a currently administered Peabody Picture Vocabulary Test). The project staff included a project director, two project co-leaders, one speech therapist, five counselors, eight instructors and one secretary.

Program emphasis was on affording the population served an opportunity for continued learning, reinforcement and support necessary for successful independent living in family home, group home, or independent living quarters. The program was available to all Middlesex County, New Jersey adult retarded individuals to the capacity of 100 clients.

It was an extremely gratifying experience, although at times frustrating, to watch the efforts and accomplishments of adults who suffer the frustrations of being mentally handicapped strive toward meaningful relationships, skill growth and ultimate independence. Their pride in small accomplishments and their smiles in being acknowledged as an adult human being overwhelms the greatest hopes and dreams of an educator. The intention of this source book is to offer other agencies and other educators the possibility of experiencing a similar sense of pride in their community.

Phyllis B. Klugerman

Director
East Brunswick Adult and Continuing
Education Program

ACKNOWLEDGMENTS

I am particularly indebted to Dr. Joseph Sweeney, Superintendent of Schools in East Brunswick, for planting the seed which initiated this project, and for his assistance and support throughout.

It is with the deepest gratitude and respect that I acknowledge the constant support and encouragement of the members of the East Brunswick Board of Education and the East Brunswick Adult and Continuing Education Advisory Committee.

I also wish to express my appreciation to the New Jersey Department of Human Services, Division of Mental Retardation, for their guidance and continuous support throughout our entire project. The energies exhibited by their staff were untiring.

I am especially grateful to the New Jersey Department of Education, Bureaus of Adult, Continuing, Community Education and Adult Basic Education, for their support and energies in the direction of promoting the concept that lifelong learning is for everyone.

I would particularly like to thank

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Janet Hoffner, Bernadette Toye and Dr. Vera Schwartz for their assistance in editing this document.

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I wish to express my appreciation for the invaluable assistance I received from my entire staff in producing this source book. All staff members contributed in a significant way.

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I

PURPOSE OF A SOURCE BOOK

PURPOSE

This source book is designed to inform agencies and other adult education programs, in as much detail as possible, of processes and procedures involved in initiating a complete training program to address the needs and desires of the adult mentally handicapped individual. The creation of a comprehensive program for the retarded adult population requires a great deal of planning, information gathering and agency contacts, all of which must be accomplished prior to actual recruitment of clients and staffing.

The major goal of this manual is to offer concrete information emanating from the initiation of such a program in East Brunswick, New Jersey. It is our desire to share the successes and failures of all aspects of our pilot project in order that other districts wishing to initiate a program of this sort can gain from our experience, adopt successful practices and proceed more quickly and positively in the direction of accommodating the needs of this ever-growing population.

II

ORGANIZING A PROGRAM

GOAL SETTING

The ultimate goal of this program is to promote skill growth in a variety of areas to the capacity of each individual client. To this end, essential skills have been identified (e.g. ability to count and recognize numbers) and an effort has been made to integrate these identified skills into training within the various program components. Through this process clients are exposed to a variety of teaching styles in a number of different subject areas, thus affording them the opportunity to learn, reinforce and practice identified essential skills.

Clients are afforded the opportunity to participate in the following program components:

- Communication Skills
- Basic Skills (including arithmetic and essential vocabulary)
- Sex Education
- Grooming
- Personal Health and Hygiene
- Shopping and Food Preparation
- Clothing Maintenance
- Arts and Crafts
- Dance
- Performing Dance Company
- Community Experience Activities (including shopping, restaurant dining, use of laundromat, etc.)
- Social

A parent/guardian discussion group is also provided whereby parents/guardians are informed of participant involvement, progress, home support needs, and strategies for making use of this information. It also affords an opportunity to share experiences and concerns in an informal setting.

STAFFING

QUALIFICATIONS*

The following points should be considered when hiring individuals to work in an adult mentally handicapped program:

(1) knowledge of the characteristics and potential abilities of retarded adults
(2) desire to work with this population
(3) background (education and/or experience) in working with retarded individuals
(4) expertise in the area in which the individual will be expected to function

* For role model identification and the greatest client-counselor rapport, both male and female counselors should be employed.

SOURCES OF STAFFING

Administrative Staff -- The administrators in a program dealing with the mentally retarded adult are crucial to programming success. These individuals pull the program together and offer needed support and direction to the entire staff. The uniqueness of dealing with a retarded adult focuses mainly on success being measured almost in millimeters as compared with success of the "normal" population being measured in grade levels. The competence of the administrators in encouraging and reinforcing minor staff accomplishments is a crucial factor in both program continuation and acceptance of realistic bench marks of success.

Sources for acquiring appropriate administrators include agencies dealing with the adult mentally retarded; colleges and universities offering graduate programs in special education, adult education, administration/supervision; adult education programs; etc.

Counseling Staff -- Suitable counselors can be identified from several readily available sources: special education administrators within school districts can provide information pertaining to their counseling staff

members, including expertise with the handicapped, competence in their field and possible desire to work with the adult mentally handicapped client. School guidance counselor supervisors are another source of similar information and recommendations. Additional sources for satisfying staffing needs might be university training programs in counseling and special education, and mental health facilities employing a daytime counseling staff.

Instructional Staff -- Prior to attempting to identify appropriate instructional staff, concrete program components should be determined. These components should be based on the needs and the desires of the clients who are to participate in the program. Individuals meeting the above-mentioned qualifications can be sought in a variety of ways, e.g. newspaper classifieds, direct contact with college and university departments in the area of need, already existing adult education application files, recommendations from other state and county agencies, day school staff, and adult activity center day program staff.

STAFF SUPERVISION AND DEVELOPMENT

Adult education and training for the mentally retarded adult is a comparatively new field. This fact dictates the importance of close staff supervision, with the major emphasis on appropriate in-service training. The uniqueness of the population served requires flexibility, patience and creative skills beyond those required of staff dealing with the "normal" population. Staff morale and proficiency are enhanced by frequent staff meetings, affording the opportunity for exchanges of experiences among staff members and focusing on frustrations, limitations and successes. These staff meetings also offer insights into staff training needs, thereby giving direction for in-service programming.

FACILITY SUPPORT STAFF

When programming is conducted in a facility that is not used exclusively for retarded clients, it is essential that all facility staff members be offered an orientation program including information pertaining to the type of client; distinctive physical, mental and emotional characteristics that

may be encountered; suggestions regarding approach to clients when encountered; and programming goals. This affords the staff comfort and elicits the support and understanding necessary for smooth program functioning.

FACILITY NEEDS AND COMPONENT SCHEDULING

FACILITIES

There are several unique facility needs that must be accommodated in order to insure safety, minimize time loss, and provide for special programming needs.

Central Meeting -- Having clients meet in one large, enclosed room, as close to the entrance of the building as possible, allows staff to meet with their clients, take attendance and proceed to their classrooms in a minimal amount of time, thereby allowing greater time for actual training. Additionally, having one central location frees the majority of staff for other activities until all clients have arrived and offers an opportunity for clients to socialize prior to actual training.

Special Course -- Room facilities to accommodate specialized training are also essential, e.g. cooking, dance, exercise, arts and crafts, etc. The facility provided for the clients' weekly "social" should offer an atmosphere different from that of a training facility. If at all possible, a building other than one used for the training components should be sought. Such facilities might be found in local public libraries, private clubs, rescue squad/firehouses, etc.

Equipment and Storage -- Special programs for adult retarded clients often necessitate large and bulky equipment not generally used in other programs, e.g. a bed, vacuum cleaners, special craft supplies, and so on. In order to accommodate this equipment, appropriate storage facilities must be arranged. If the program facility being used is short of storage space, various size storage cabinets may be considered for purchase. It is important, however, prior to purchasing such cabinets, to determine whether or not there is space available to accommodate them.

RECRUITMENT

Recruitment may be accomplished through a variety of means, including newspaper advertisements and articles, brochure mailings, fliers provided to local and state agencies, etc. (See Appendix) Recruitment for the pilot project was greatly aided by a promotional article describing the program which appeared in a local newspaper prior to brochure mailing or agency contact. A second extremely effective method was the inclusion of a flier in the paycheck envelope of workshop clients participating in sheltered workshop programs.

In-take Procedures -- The in-take process, under the direction of the project leader in charge of counseling and client assessment, should include the following:

(1) obtaining complete client background data,
(2) current assessment of client ability,
(3) a personal interview with both the client and the client's parents/guardians.

During this interview session a Client Assessment Questionnaire should be completed (See Appendix) and client/guardian desires regarding special program involvement should be discussed. A preliminary client participation schedule, considering client needs and goals, should also be accomplished.

Although this background data is extremely important in determining the life experiences and training background of all clients, it is crucial that the current client capacity be systematically assessed prior to program placement.

SCHEDULING

Individual Clients -- It was found most beneficial in promoting client independence to schedule clients participating in two components in one evening into two different classrooms. This offers the opportunity for clients to find their own way throughout the building, encountering and greeting other individuals along their path. Because of this process, instructors, when teaching two different components in one evening, often find it necessary to also move from room to room. However, it is felt that the slight inconvenience to the instructional staff is minimal in com-

parison to the gain in independence and self-confidence afforded the clients.

Course Component -- A tentative master schedule should be organized based on course component areas, staff, facility availability, and hours of operation. Consideration should be given to the program's client capacity when organizing this schedule. This is merely a tentative schedule which may be altered to some extent based on client course selection and transportation accommodations.

TRANSPORTATION

Clients often are not in charge of their own participation and must rely on parents/guardians to make transportation decisions for them. To insure the best possible chance of program success, transportation should be given major consideration.

Door-to-door pickup is the best means of assuring consistent client participation. A second possibility, which does not work as efficiently as door-to-door pickup, is to use pickup points. Many clients, however, cannot manage to get to the pickup point. Attendance of pickup point clients suffers to a greater degree than does that of clients who are picked up at their homes. A third alternative, which is the least desirable, is having clients transported to the program site by parents/guardians.

To minimize client absence, it is recommended that door-to-door pickup be given first consideration wherever possible in providing transportation accommodations.

NOTE: Program vans transporting clients subject to seizures should be required to have an aide on board to assist in emergencies.

We would like to thank the New Jersey Department of Human Services, Bureaus of Adult Training Services and Day Training, for providing transportation for our clients in this project.

RECORD KEEPING

Accurate records should be maintained, including information as follows:

(1) attendance

(2) individual client files, including

client habilitation plans

up-dated client assessments

up-dated client progress data

up-dated counseling records on individual clients

(3) monthly budget

Various forms for maintaining up-dated records may be found in Appendix B.

III

INSTRUCTIONAL AND COUNSELING COMPONENTS

PROGRAM IMPACT

In order to determine program impact, we have taken the pre and post raw score data for each program component, obtained through the use of appropriate assessment instruments (See Appendix A), and subjected it to a t-test for two related samples. The statistical results indicate with absolute certainty that growth occurred and was not due to chance. There is the possibility that additional causes may have contributed to this growth, however it is likely that the program intervention had major significance.

INSTRUCTIONAL COMPONENTS

The following section is a comprehensive presentation of each of the course components offered in the pilot project. Each component presents the course description; objectives; methods of implementation; and materials, where appropriate. The components are broken down further into individual activity areas. Included are positive programming aspects, comments regarding implementation of activity objectives, problem areas and, where possible, recommended solutions. Overall component recommendations are also included.

This chapter focuses on both successful and problematic aspects of each component in an effort to offer insights designed to enable others to adopt areas of success and proceed more quickly through their awareness of potential stumbling blocks.

COURSE COMPONENT: Basic Skills

ACTIVITY AREAS:
- Recognition of numbers
- Essential vocabulary
- Symbols
- Sequencing
- Applications and forms
- Basic arithmetic
- Money
- Budgeting
- Banking
- Time
- Shopping
- Labels

COURSE COMPONENT: Basic Skills

COURSE DESCRIPTION: This course covers the basic skill areas of language and mathematics, including developing sight recognition and understanding of essential vocabulary words.

Basic arithmetic skills are incorporated in two major areas - operations and applications.

OBJECTIVES: The client should:

be able to recognize 50 essential vocabulary words;
be able to perform basic arithmetic operations and applications;
be able to fill out basic banking forms and applications;
be able to recognize labels on household products;
be able to estimate a personal budget for specific situations and/or purchases;
be able to tell time;
be able to use a calendar;
be able to write simple correspondence;
be able to use newspapers for coupon clipping and employment advertisements.

METHODS OF IMPLEMENTATION:

Coupon clipping
Simulated shopping
Use of applications and forms
Recognition of household labels
Calculation of personal budgets for specific situations
Interpretation of a menu in terms of what to order and what could be afforded
Management of the refreshment stand
Completion of banking forms
Letter writing
Use of pocket calculators
Calendars
Clocks
Newspapers

MATERIALS:

Publisher	Title	Author
Frank E. Richards Publishing Co.	"The Bank Book"	John D. Wool
Frank E. Richards Publishing Co.	"Using Money Series"	John D. Wool
CebCo Standard Publishing Co.	"Basic Skills on the Job"	Eleanor Young

COURSE COMPONENT: Basic Skills

MATERIALS: (cont.)

Publisher	Title	Author
Frank E. Richards Publishing Co.	"Learning About Measurement"	Raymond Bohn
Steck-Vaughn Co.	"Steps to Mathematics"	Editorial Staff
WebCo Standard Publishing Co.	"Basic Skills in Using Money"	Eleanor Young
Frank E. Richards Publishing Co.	"Application Forms"	Benjamin Piltch
Frank E. Richards Publishing Co.	"Telling Time Program"	Benjamin Piltch
Frank E. Richards Publishing Co.	"Money Bingo"	Benjamin Piltch

COURSE COMPONENT: Basic Skills

*ACTIVITY AREA: Recognition of Numbers

POSITIVE ASPECTS AND COMMENTS:

While some clients could not count from 1 to 10, others could count and write 1 through 100 in sequential order.

Many clients recognized numbers to include the place value of numbers up to four places.

Clients counted from 1 to 100 by 2's, 5's, and 10's.

Clients could determine value of numbers and comparison; i.e., greater than, less than.

Clients were able to read telephone numbers and recite them back to potential callers.

Clients read prices from a menu in order to budget their money for a trip to a restaurant.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

Ability grouping is essential.

*ACTIVITY AREA: Essential Vocabulary

POSITIVE ASPECTS AND COMMENTS:

From the teacher compiled list of 50 essential vocabulary words, according to teacher observations, the clients improved in both sight recognition and vocabulary.

At times clients interwove essential vocabulary words into regular class conversation. As one client stated, "Don't put the nail polish near the heat; it's flammable."

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Some clients lacked skill ability in phonetics.

ADDITIONAL COMMENTS:

Clients met for 50 minutes per week; therefore, the actual teaching of reading was not possible. Class periods were too short to teach reading.

More frequent meetings with the clients would enable reinforcement of skills and more permanent learning to take place.

Clients showed improvement in sight recognition and vocabulary on a list of 50 essential vocabulary words compiled by the teachers.

COURSE COMPONENT: Basic Skills

*ACTIVITY AREA: Symbols

POSITIVE ASPECTS AND COMMENTS:

Mathematical symbols and their meanings were learned, including +, -, X, ÷
Clients recognized the skull and crossbones symbol for poison.
Word meaning of pictures was recognized; e.g., pictures on lavatory doors.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

Comprehension of mathematical symbols by the clients enabled them to learn about pocket calculators, bank statements and bills.

*ACTIVITY AREA: Sequencing

POSITIVE ASPECTS AND COMMENTS:

Clients were able to name the months of the year in sequential order.
Clients were able to name the days of the week in sequential order.
Clients were able to recognize the sequence of time; i.e., a.m., p.m.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Applications and Forms

POSITIVE ASPECTS AND COMMENTS:

Clients completed job application and personal data sheets including questionnaire-type forms.

At least one client completed his application for a driver's permit.

Banking forms were introduced and deposit slips for mock checking accounts were made out.

Many clients filled out their own applications for an East Brunswick Public Library card. The applications were processed; and during Wednesday night socials, they went into the library to borrow materials.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Some clients could only print their names; therefore, they could not provide a signature.

COURSE COMPONENT: Basic Skills

ADDITIONAL COMMENTS:

Ability grouping is essential.

*ACTIVITY AREA: Basic Arithmetic

POSITIVE ASPECTS AND COMMENTS:

Basic math skills were used while working at the refreshment stand. Clients were very proud to use their skills in a realistic setting.

Clients recorded profits from the refreshment table.

One client asserted herself when receiving incorrect change at the supermarket.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

Individualized instruction was used in teaching basic arithmetic.

*ACTIVITY AREA: Money

POSITIVE ASPECTS AND COMMENTS:

Clients were able to recognize coins by denomination.

Clients were able to equate cent value with coin.

Clients were able to combine coins to form various coin equivalents.

Most clients were capable of changing a dollar, using a variety of coins.

Clients were able to estimate the amount of purchases.

Most clients were able to count change after simulated purchases.

The clients were able to give correct change to customers at the refreshment table.

Clients were able to transfer certain skills to everyday living activities.

Vending machines located in the facility were useful in reinforcing knowledge of coins.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Lack of appreciation of the value of money was evidenced while operating vending machines. If coins were lost or dropped, little attempt was made to recover the coins.

ADDITIONAL COMMENTS:

Grouping based on ability level is essential.

COURSE COMPONENT: Basic Skills

*ACTIVITY AREA: Budgeting

POSITIVE ASPECTS AND COMMENTS:

These clients were able to budget their pocket money.

When refreshment purchases were made available, some clients began to carry money on their persons.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Basic Skills

*ACTIVITY AREA: Banking

POSITIVE ASPECTS AND COMMENTS:

Some clients were introduced to banking vocabulary; i.e., checks, check stubs, endorse, signature, payee, deposit, withdrawal.

Some clients were able to complete banking forms.

Clients rolled counted coins from the profits at the refreshment table.

Some clients completed checking account deposit slips.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Although most clients received pay checks from their activity center or workshop, few clients were familiar with banking procedures.

Although clients could write amounts of money in figures, most found it difficult to write amounts out in words.

Some parents restricted banking activities for clients by completing banking forms without the presence or input of the client.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Time

POSITIVE ASPECTS AND COMMENTS:

All clients could tell time on the hour. Many clients were able to read the minutes on the clock at five minute intervals.

Clients were able to read calendars to include:

the day of the week for a particular date;

the frequency with which a particular day of the week occurs in a month; i.e., the number of Mondays in a month.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS :

Digital watches were not an asset, as most public places exhibit only numerical clocks.

ADDITIONAL COMMENTS:

As one client said, "Why do I have to call it 6 o'clock; why can't I just say 5:60?"

COURSE COMPONENT: Basic Skills

*ACTIVITY AREA: Shopping

POSITIVE ASPECTS AND COMMENTS:

The clients seemed to enjoy the simulated shopping experiences. This gave them the opportunity to practice budgeting money, choosing items to purchase, counting change, etc..

Many of the clients involved in the simulated shopping exercises also participated in actual shopping trips to the supermarket, drug store, restaurant, and local community shops.

Clients were able to distinguish between advertisements and coupons.

The discount value of coupons was understood by all clients.

Clients clipped coupons and located the expiration date.

Since TV viewing is an integral portion of most clients' lives, the purposes of commercial advertisement was discussed. As a result, clients began to see TV commercials primarily as a selling attempt rather than entirely factual.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Labels

POSITIVE ASPECTS AND COMMENTS:

Clients recognized warning labels on prescription medicines and drugs.

Clients recognized the skull and crossbones symbol for poison.

Clients recognized labels and warnings on a variety of household items; i.e., household cleaners, prescriptions and cosmetics.

Clients read care labels on clothing.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Clients with vision problems had difficulty reading small labels.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Basic Skills

COMPONENT RECOMMENDATIONS:

Academic basic skills can be reinforced through practical application in all course components. For example, Shopping and Food Preparation provides reinforcement in shopping, budgeting, reading of labels, measurement; Personal Health and Hygiene provides reinforcement in weights and measures; Social Dancing provides reinforcement in counting, etc..

COURSE COMPONENT: Basic Skills

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COURSE COMPONENT: Communication Skills

ACTIVITY AREAS: Oral Communication
Body Language
Listening Skills
Written Communication
Personal Problem Solving
Identification of Inner Feelings
Social Behavior

COURSE COMPONENT: Communication Skills

COURSE DESCRIPTION: This course is designed to develop a variety of communication skills which would enhance daily living.

OBJECTIVES: The client should:

be able to control voice dynamics and be able to speak with an intensity appropriate to the social situation;

be able to use conversational skills in a variety of situations;

know the effect of body language and special expression on interpersonal communication;

be able to complete a task based on oral instructions;

be able to write letters, correctly address envelopes, and write their telephone number;

be able to commit to memory their address and telephone number;

know the choices of alternative living situations;

know the responsibilities of marriage;

gain insight into their emotions and situations which produce the feelings of fear and anger;

show appropriate social behavior.

METHODS OF IMPLEMENTATION:

The following methods of implementing the curriculum were used:

videotaping clients in social situations

role-playing

group discussions

films dealing with attitudes, special expressions, and verbal discourse

letter writing

dining at a restaurant

attendance at a weekly social

meeting new people

managing the refreshment stand

guest speaker

videotape equipment

cassette tape recorder

mock telephones

stationery supplies

food supplies

COURSE COMPONENT: Communication Skills

*ACTIVITY AREA: Oral Communication

POSITIVE ASPECTS AND COMMENTS:

Many clients were able to control their voices in a way appropriate to the social situation.

Clients responded positively to activities using audio- and video-tape recorders.

Clients felt comfortable in suggesting discussion topics based on personal experiences and feelings.

Transfer of learned oral communication skills was evidenced at the weekly social.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Transfer of skills learned was not always encouraged at home.

Actions and/or reactions of persons within the community could negate skills the client had already learned.

ADDITIONAL COMMENTS:

Clients should be grouped according to level of ability and social maturity.

*ACTIVITY AREA: Body Language

POSITIVE ASPECTS AND COMMENTS:

Clients became aware of inappropriate facial expressions and body language.

Clients became aware of the effect that their own body language has in eliciting responses from others.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Physical handicaps and limited muscular coordination prevented change in the body language and/or facial expression of some clients.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Listening Skills

POSITIVE ASPECTS AND COMMENTS:

Many clients developed an awareness of the importance of listening and hearing what is being said.

Many clients were able to follow two or three step oral directions in completing a task.

COURSE COMPONENT: Communication Skills

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Written Communication

POSITIVE ASPECTS AND COMMENTS:

The process of writing and mailing letters and exchanging written telephone numbers served as a motivation for the clients to memorize their home addresses and telephone numbers.

Clients were able to address a letter correctly, to place their return address on the envelope, and to identify where the postage stamp should be placed.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

While some clients were skilled in writing, others had little word recognition and letter recognition skills. Procedures were altered to accommodate individual ability levels.

ADDITIONAL COMMENTS:

The ability of the clients ranged from being able to print the letter of their first name to complete letter writing skill.

*ACTIVITY AREA: Personal Problem Solving

POSITIVE ASPECTS AND COMMENTS:

Clients expressed a desire to discuss alternative living situations; e.g., group living, institutionalization, living with a relative or friend, living independently.

Through role-playing, clients became aware of the responsibilities of marriage including:

Job security

budgeting

cost of living increases

shopping and food preparation

parenting

availability of local tranportation

Clients enjoyed group discussions on topics they selected. The time spent on personal problem solving often resulted in a better understanding of self and others.

COURSE COMPONENT: Communication Skills

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Clients with severe speech problems were reluctant to enter into the discussion because of previous frustrations they had experienced in oral communication.

ADDITIONAL COMMENTS:

Clients expressed concern about their future living situation once their present guardian was no longer available.

*ACTIVITY AREA: Identification of Inner Feelings

POSITIVE ASPECTS AND COMMENTS:

Trust within the teacher/client relationship opened many doors of discussion, including fear and anger.

A male client, whose home situation had emphasized that it was unmanly to cry, was in tears while listening to class discussion encouraging acceptance of crying as an emotional release. Peer acceptance of crying was important to this individual.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

At times, topics discussed centered around limitations and restrictions imposed by parents.

ADDITIONAL COMMENTS:

Grouping by ability level in oral communication skills is essential.

Parents should be made aware of the importance of encouraging the clients to become more self-reliant and independent.

*ACTIVITY AREA: Social Behavior

POSITIVE ASPECTS AND COMMENTS:

Improved social behavior of the clients was evidenced at the weekly social by helpfulness in carrying supplies to the room.

One client showed growth in social awareness by offering to prepare and serve refreshments to a guest at the weekly social.

Persons outside the program observed and commented upon the growth of the clients in social behavior.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Some clients were unable to limit food consumption. As a result, staff members had to suggest and periodically reinforce guidelines.

ADDITIONAL COMMENTS:

The growth of the client in social behavior and interpersonal communication became most evident at the weekly social.

COURSE COMPONENT: Communication Skills

COMPONENT RECOMMENDATIONS:

Ability grouping is essential.

The use of videotape should be an integral part of the communication skills class.

An advanced section of this course should be offered to those clients who have achieved a certain level of communication proficiency.

COURSE COMPONENT: Personal Health and Hygiene

ACTIVITY AREAS: Body Systems
Cuts and Bruises
Flu and Colds
Headaches
Diet and Nutrition
Exercise
Choking
Nosebleed
Personal Cleanliness

COURSE COMPONENT: Personal Health and Hygiene

COURSE DESCRIPTION: The personal health and hygience course was designed to help clients understand the need for proper health care, proper weight control and maintenance, and how to handle minor cuts, bruises and emergencies.

OBJECTIVES:: The client should:

be able to identify and understand body systems;

be able to understand the cause and effect relationship of colds, flu, headache, acne, infections, etc.;

be able to perform simple massage techniques to relieve a tension headache;

be able to weigh and measure each other;

be able to measure body temperature with a thermometer;

be able to role-play, caring for cuts and bruises;

practice nutritional eating habits by maintaining weekly food charts;

be able to perform the Heimlich Maneuver.

METHODS OF IMPLEMENTATION:

Clients were asked to identify body systems through the use of charts.

Clients role-played, caring for cuts and bruises.

Clients performed simple massage techniques to relieve tension headaches.

Clients weighed and measured each other and recorded the results on a chart.

A thermometer was used to measure body temperature .

Nutritional eating habits were reinforced through the use of films and weekly food charts.

MATERIALS:

Personal Hygience Checklist
Food Dairy
"Who Am I?"
Measuring Rod
Scale
First Aid Kit

*ACTIVITY AREA: Body Systems

POSITIVE ASPECTS AND COMMENTS:

Body systems were successfully introduced by the following methods:

1. trace food from mouth to excretion on body chart;
2. trace path of blood from heart to body extremities and back;
3. trace urine through urinary systems. Teach reproductive body parts that relate to system.

COURSE COMPONENT: Personal Health and Hygiene

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

The terminology of body systems was introduced to give clients a general picture. It is not necessary for clients to master the terminology in this area.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Cuts and Bruises

POSITIVE ASPECTS AND COMMENTS:

Clients role-played, caring for cuts and bruises with antiseptic cleaner and bandages. The importance of keeping a wound clean was stressed.

Clients prepared a shopping list of first aid items; the class took a trip to the drug store to purchase these items. All clients actively participated in making up the kit.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Flu and Colds

POSITIVE ASPECTS AND COMMENTS:

Clients role-played: taking a temperature
taking aspirin
drinking juice (paper cups)
resting in bed.

Each client cared for another person in the class.

Clients added related items to first aid list

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Some clients had difficulty reading a glass thermometer.

Clients had to be reminded to be careful with glass thermometers.

Headband thermometers were not as effective.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Personal Health and Hygiene

*ACTIVITY AREA: Headaches

POSITIVE ASPECTS AND COMMENTS:

Using a drawing, clients discussed how headaches occur in the brain.

Clients demonstrated shoulder and neck massage on each other to relieve headaches.

Clients were advised to use aspirin if a massage failed to relieve a headache.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

Clients enjoyed learning massage techniques. Many clients used this skill at home when a family member complained of headache or tension.

*ACTIVITY AREA: Diet and Nutrition

POSITIVE ASPECTS AND COMMENTS:

Clients listed breakfast, lunch and dinner menus for one day and discussed good nutrition.

Empty cartons of food were used to demonstrate the contents of a balanced meal.

Clients weighed and measured each other and recorded figures on a chart.

Individual clients were advised of needed weight loss or gain to maintain good health.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Weight loss was a difficult area because food is so important in clients' lives. Many clients have substituted food for activity and parents tend to overfeed.

*ACTIVITY AREA: Exercise

POSITIVE ASPECTS AND COMMENTS:

Aerobics to music were used to tone body.

Exercises for pot belly (prevalent problem) were demonstrated.

Posture exercises to look thinner were demonstrated. (Done only for short period of time).

COURSE COMPONENT: Personal Health and Hygiene

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Most clients did not like to exercise. It is better to start this activity late in the year when class is more cooperative.

Exercises must be fun to be successful.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Choking

POSITIVE ASPECTS AND COMMENTS:

Instructor demonstrated Heimlich Maneuver to prevent choking, stressing not to pound person on the back.

Clients enjoyed practicing this method on each other.

Proper chewing of food (particularly meat) was stressed to prevent choking.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

The Heimlich Maneuver should not be tried on an unconscious patient.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Nosebleed

POSITIVE ASPECTS AND COMMENTS:

Instructor discussed how nosebleeds occur and why.

Clients role-played, stopping the bleeding with pressure to upper lip, placing ice or a cold rag on back of head and having the patient lie down.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Personal Cleanliness

POSITIVE ASPECTS AND COMMENTS:

Have clients perform in personal cleanliness areas of grooming course.

Demonstrated menstruation for women, using film. Clients put sanitary pads on doll.

Illustrated reproductive system, using doll to demonstrate genital care.

Urinary infections were also discussed.

COURSE COMPONENT: Personal Health and Hygiene

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Sex Education/Personal Health & Hygiene/Grooming

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Social and Sexual Development - A Guide for Teachers of the Handicapped, Special Education Curriculum Development Center, University of Iowa, 1971.

FILMS:

Mayer, Henry, M.D. and Sheri Gillett Espar, A Baby is Born, Planned Parenthood Organizations.

Naturally, A Girl, Personal Products (Association Films), 1972

Thomson, M., Teaching Good Conduct and Personal Hygiene to Retarded Teen Agers, (film strip), Harris County Center for the Retarded, 3550 W. Dallas, Houston, Texas, 1968.

PERSONAL HYGIENE CHECKLIST:

Kempton, Winifred, Ease Curriculum, Planned Parenthood of eastern Pennsylvania, 1979. Adapted from.

COURSE COMPONENT: Grooming

ACTIVITY AREAS: Bathing
Hair washing and hair styling
Care of teeth
Shaving
Care of hands, feet and nails
Make-up
Voice control and modulation
Posture
Clothing choices

COURSE COMPONENT: Grooming

COURSE DESCRIPTION: The grooming course is designed to develop individual grooming skills and self-help care. Areas to be covered include bathing, hair washing, hair styling, care of teeth, shaving, care of hands and feet and nails, make-up, voice control and modulation, posture, and clothing choices.

OBJECTIVES: The client will:

be able to perform the following basic grooming skills:

care of teeth

care of nails

washing and bathing

hair care

application of make-up

wardrobe care and selection.

The client should:

be able to determine appropriate voice control and modulation.

be able to identify correct and appropriate posture.

METHODS OF IMPLEMENTATION:

Experiential learning was emphasized in all grooming components.

Classes were conducted in an open and flexible environment whereby several activities occurred simultaneously.

Tape recorders were utilized to practice speaking and voice modulation skills.

Positive body image was reinforced by weighing, measuring, photographs, and the use of a full-length mirror.

Role-playing and pantomime were used to illustrate activities.

Grooming checklists were sent home each week to encourage parents to reinforce class activities.

MATERIALS:

Cassette tape recorder

Full-length mirror

Tape measure

Scale

Measuring rod

Checklists: "10 Steps for Washing Your Hair", "My Personal Hygiene Checklist", "Food Dairy", Self awareness questionnaire - "Who Am I?"

Personal grooming supplies; i.e., toothbrush, make-up, electric razor, after-shave lotion, etc..

Filmstrips
Instructor-designed dolls

COURSE COMPONENT: Grooming

*ACTIVITY AREA: Bathing

POSITIVE ASPECTS AND COMMENTS:

Clients were able to pantomime bathing, using a washcloth, soap, towel, and cotton swabs.

Using a filmstrip to illustrate bathing techniques was an essential component of this activity area:

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Proper washing of genitals has to be stressed. Anatomically correct dolls proved an aide.

Occasionally pantomime became time consuming and tedious.

ADDITIONAL COMMENTS:

Several activities occuring simultaneously gave clients the opportunity to choose an area they would like to develop.

*ACTIVITY AREA: Hair Washing and Styling

POSITIVE ASPECTS AND COMMENTS:

Filmstrip on hair washing.
Pantomime 10 steps to hair washing.
Instructor demonstration of hair drying and styling.
Clients wet hair - blow dry and style.
Handouts of hair washing steps.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

The use of sinks for actual hair washing would be much more effective than pantomime.

Because so much time is consumed in preparation and clean up for any one class, an extended or double-period class would be beneficial.

ADDITIONAL COMMENTS:

Although time consuming, actual hair washing would have been more effective.

A trip to a stylist should also be included to provide examples of appropriate behavior in a salon, tipping, etc.

COURSE COMPONENT: Grooming

*ACTIVITY AREA: Care of Teeth

POSITIVE ASPECTS AND COMMENTS:

Demonstration of teeth brushing.

Actual brushing of teeth.

Use of mouthwash.

Sugar tablets to show plaque.

Use of dental floss.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

The regular use of dental floss was the most difficult concept to teach. Most clients lacked the manual dexterity required for this task.

Regular check-ups had to be stressed even more for this group.

ADDITIONAL COMMENTS:

Having a dental hygienist visit classroom would stimulate good care of teeth. Will add next year.

*ACTIVITY AREA: Shaving

POSITIVE ASPECTS AND COMMENTS:

Teacher demonstration of face shaving. Client actually shaves in class.

Providing choice of after-shave lotion stimulated desire to shave.

Clients clean razor for next person's use.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Reinforcement at home.

Some parents were skeptical regarding the safety of allowing clients to shave independently; in most cases, female clients were not permitted to shave their legs at home.

ADDITIONAL COMMENTS:

Parents need to be advised when a particular client has mastered independent shaving skills.

COURSE COMPONENT: Grooming

*ACTIVITY AREA: Care of Hands, Feet, and Nails

POSITIVE ASPECTS AND COMMENTS:

Teacher demonstration of hand washing with nail brush.

Clients actually wash hands in class.

Clients clean nails with file.

Clients actually soak feet and scrub.

Clients cut nails (finger and toe) in class.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Clients are apprehensive about cutting nails; most parents do it for them. This activity should be performed one-to-one because clients usually cut nails too short.

Soaking and scrubbing of feet is a sloppy classroom activity. When possible, a sink or tub should be used.

ADDITIONAL COMMENTS:

It is important that clients attempt to cut their own nails, even if they cut too short or unevenly.

Barring a lack of sufficient manual dexterity, all clients should be encouraged to perform this activity independently.

*ACTIVITY AREA: Make-up

POSITIVE ASPECTS AND COMMENTS:

A make-up specialist performed a mini-lesson in two two-hour sessions. Each client was provided with a starter make-up kit consisting of a hypo-allergenic astringent, lotion, make-up base, blusher, eye shadow, eye liner pencil, mascara, and make-up remover.

All clients who participated now wear make-up to evening classes. This lesson helped to improve overall client appearance and self-esteem.

COURSE COMPONENT: Grooming

*ACTIVITY AREA: Voice Control and Modulation

POSITIVE ASPECTS AND COMMENTS:

Clients sat in a circle with a tape recorder, answering questions from "Who Am I?" (see attached).

Clients took turns leading circle group.

Individual clients would stand in front of the class and recite a short paragraph into the microphone; i.e., "Why I like or don't like. . . "

Clients were taught the importance of hand gestures and facial expression in fostering audience interest and attention.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Voice control and modulation activities are extremely time consuming; approximately one hour per client, per evening required.

ADDITIONAL COMMENTS:

Tape recording is a marvelous way to gain interest and "bring out" shy clients. It reinforces clear speech as the client is aware he's being taped. Leading the group gives each a chance to be "boss" for awhile, as well as be aware of other clients' needs. Clients asked for it often.

*ACTIVITY AREA: Posture

POSITIVE ASPECTS AND COMMENTS:

Good posture was reinforced by the following activities:

Clients stood flat against a wall, held position and then walked away.

Clients walked around the room on tip-toes with arms extended above their heads.

Clients walked across the room, balancing a book on their heads (one at a time).

ADDITIONAL COMMENTS:

Clients enjoyed posture exercises. This activity was often used to enliven a dull evening.

A demonstration of bad vs. good posture is usually enough incentive to stimulate this activity.

Emphasize that good posture tells the world you like yourself.

COURSE COMPONENT: Grooming

*ACTIVITY AREA: Clothing Choices

POSITIVE ASPECTS AND COMMENTS:

Clothing choices were illustrated as follows:

Clients cut out pictures from magazines of models they would like to emulate.

An open discussion of how to dress to enhance positive features and minimize negative features was used.

Shoe shining and care and selection of apprcpriate shoes for a particular outfit were illustrated.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

It was discovered that most clients have little control over clothing selection.

Choice of clothing and footwear was often inappropriate; i.e., mismatched, seasonally inappropriate, too childish.

ADDITIONAL COMMENTS:

Parents should be advised of importance of clients independently selecting their clothing.

A shopping trip, coordinated with a session on the budgeting of a clothing allowance, would be useful.

COURSE COMPONENT: Grooming

COMPONENT RECOMMENDATIONS:

An instructional aide is essential for all grooming activities.

NAME _____

MY PERSONAL HYGIENE CHECKLIST

		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
1.	TOOK SHOWER OR BATH							
2.	WASHED MY HAIR							
3.	PUT ON DEODORANT							
3.	PUT ON POWDER							
4.	PUT ON POWDER							
5.	SHAVED							
6.	CLEANED MY EARS							
7.	BRUSHED MY TEETH							
8.	USED MOUTHWASH							
9.	PUT ON CLEAN UNDERWEAR							
10.	PUT ON CLEAN CLOTHES							
11.	COMBED MY HAIR							
12.	CHECKED MY FINGERNAILS							
13.	SOCKS AND SHOES MATCH							
14.	CHECK APPEARANCE IN MIRROR							
15.	PUT ON A SMILE							

PUT A CHECK ONLY ON THE ITEMS THAT YOU DO FOR EACH DAY.
EXAMPLE: IF YOU WASH YOUR HAIR ONCE A WEEK, THERE SHOULD BE ONLY ONE CHECK BESIDE NO. 2

55

10 STEPS FOR WASHING YOUR HAIR

1. MASSAGE YOUR SCALP					
2. BRUSH YOUR HAIR THOROUGHLY					
3. WET YOUR HAIR					
4. PUT SHAMPOO ON HANDS					
5. RUB SHAMPOO INTO HAIR					
6. MASSAGE SHAMPOO INTO ALL AREAS OF SCALP					
7. RINSE HAIR TO COUNT OF 60 SECONDS					
8. TOWEL OR BLOW DRY HAIR					
9. BRUSH AND COMB INTO SHAPE					
10. CLEAN UP SINK					

REMEMBER: Keep your comb and brush clean!

FOOD DIARY

NAME _____

FOOD EATEN	TIME	PLACE	CALORIES	REMEDIATION

"WHO AM I?"

MY FAVORITE ANIMAL IS:_____

MY FAVORITE FOOD IS:_____

MY FAVORITE SPORT IS:_____

MY FAVORITE SONG IS:_____

MY FAVORITE SINGING STAR IS:_____

MY FAVORITE TV SHOW IS:_____

MY FAVORITE ACTOR IS:_____

I LIKE:_____

I DON'T LIKE:_____

MY FAVORITE ACTIVITY IS:_____

MY FAVORITE COLOR IS:_____

MY FAVORITE PERSON IS:_____

MY FAVORITE SEASON IS:_____

I AM BEST AT:_____

I AM WORST AT:_____

PEOPLE LIKE ME BECAUSE:_____

MY FAVORITE HOLIDAY IS:_____

THE BEST TIME I EVER HAD WAS:_____

_____

THE WORST TIME I EVER HAD WAS:_____

_____

IF I COULD CHANGE THE WORLD, I WOULD_____

_____

MY HEIGHT IS:_____

MY WEIGHT IS:_____

I HAVE_____HAIR

I LIKE TO WEAR:_____

I WOULD LIKE TO IMPROVE:_____

_____

MY GOAL FOR THIS YEAR IS:_____

_____

I WOULD LIKE TO LEARN:_____

MY FAVORITE SUBJECT IS:_____

I WOULD LIKE TO BE A:_____

COURSE COMPONENT: Sex Education/Personal Health & Hygiene/Grooming

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Naturally, A Girl, Personal Products (Association Films), 1972

Thomson, M., Teaching Good Conduct and Personal Hygiene to Retarded Teen Agers, (film strip), Harris County Center for the Retarded, 3550 W. Dallas, Houston, Texas, 1968.

PERSONAL HYGIENE CHECKLIST:

Kempton, Winifred, Ease Curriculum, Planned Parenthood of eastern Pennsylvania, 1979. Adapted from.

COURSE COMPONENT: Sex Education

ACTIVITY AREAS:
- Body Parts
- Masturbation
- Menstruation
- Exploitation
- Homosexuality
- Dating
- Intercourse
- Marriage
- Birth Control
- Venereal Disease
- Childbirth
- Socially Appropriate Behavior
- Values

COURSE COMPONENT: Sex Education

COURSE DESCRIPTION: This course is designed to develop understanding about the biological and physical differences between men and women. It includes the concepts of masturbation, menstruation, appropriate responses to the opposite sex, dating, intercourse, pre-marital sex, marriage, pregnancy, birth control, venereal disease, homosexuality, and exploitation. The course also examines appropriate social behavior and the relationship between one's morals and values and behavior.

OBJECTIVES: The client should:

be able to identify body parts utilizing the medically correct terminology;

know appropriate sexual behavior in private and public environments;

know what is meant by masturbation and when and where this behavior is appropriate;

know what is meant by a "wet dream";

know the biological process of menstruation and its relationship to pregnancy;

know the hygienic skills utilized during menstruation;

be able to perform exercises which alleviate dysmenorrhea;

know what is meant by sexual exploitation;

know the meaning of homosexuality; i.e., what it is, when and how it occurs, choice of a mate, the homosexual as a person;

know the appropriate social behavior involved in dating; i.e., asking and accepting a date, where to go and what to do on a date, paying the bills;

know what is meant by and the appropriate situation for kissing, necking, and petting on a date;

know the different connotations of the word "love";

know the experiental and biological process of sexual intercourse;

know the biological process of pregnancy and childbirth;

know the social responsibilities involved in becoming a parent;

know the meaning of marriage within our society and the responsibilities it entails;

know alternative life-styles to marriage;

know methods of birth control;

know the etiology, symptoms, diagnostic methods, and treatment for venereal disease;

know proper procedure when symptoms of venereal disease occur;

know appropriate and stereotyped societal roles for men and women;

know appropriate social behavior in various situations; i.e., at restaurants, dances.

COURSE COMPONENT: Sex Education

METHODS OF IMPLEMENTATION:

Lecture with demonstration was the teaching method used to introduce the subject matter.

Role-playing and manipulation of materials were used in order to reinforce learning and facilitate questions and discussion.

MATERIALS:

Pictures - "Human Sexuality Portfolio," Producer: Planned Parenthood of Seattle - King County

Films - "A Baby is Born," Henry Mayer, M.D. and Sheri Gillette Espar

- "Naturally. . . A Girl," Producer: Personal Products, Inc.

- "Too Soon Blues," Producer: A Cine-Image Film

Word Cards

Games - "Body Bingo," Paste the Word on the Part", "Body Baseball"

Sanitary pads, tampons

Instructor-designed dolls

*ACTIVITY AREA: Body Parts

POSITIVE ASPECTS AND COMMENTS:

Clients developed confidence and trust.

Writing slang words on the blackboard helped to build trust.

Knowledge of the medically correct terminology for body parts developed a respect for the body.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

In the beginning of the course, the men were very shy and the women, giggly. It is important to stress an adult self-image at this time.

Ceramic models proved to be unnecessary.

Male students frequently masturbated during the early sessions. It might be best not to draw attention to this behavior until the topic of masturbation is discussed in class.

It was superfluous to introduce more than the following body parts: penis, scrotum, testicles, rectum, tube, breast, vagina, uterus.

COURSE COMPONENT: Sex Education

*ACTIVITY AREA: Masturbation

POSITIVE ASPECTS AND COMMENTS:

Male clients were able to discuss masturbation and wet dreams.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Because masturbation was a sensitive instructional area, a sense of trust had to first be established between the clients and teacher. The teacher had to be able to employ a sense of humor.

Discussion of masturbation caused masturbation among the men. Since a sense of trust had already been established with the client, it was now possible to address the inappropriateness of this activity in the classroom.

Women never admitted to masturbation. Nevertheless, it was important to discuss its occurrence among women.

*ACTIVITY AREA: Menstruation

POSITIVE ASPECTS AND COMMENTS:

Female clients were able to demonstrate, on dolls, the application of sanitary pads and tampons.

Female clients were able to demonstrate the proper disposal of pads.

Female clients were able to demonstrate, in dolls, the proper cleansing of the vulva during menstruation.

After approximately four sessions on menstruation, female clients reported less pain and fewer problems.

The attitude of female clients toward menstruation changed from being negative and complaining to being very positive.

Male clients were fascinated with their newly acquired knowledge about menstruation.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Female clients still considered menstruation an illness. A great deal of time is needed to dispell this myth.

Clients had difficulty in understanding the concept of shedding the lining of the uterus. It was helpful to compare it to the lining of a coat.

ADDITIONAL COMMENTS:

Emphasis was placed on the fact that even though it is possible to make a baby, not all people have babies.

The teacher must have a healthy attitude with regard to menstruation if the lesson is to be totally successful.

COURSE COMPONENT: Sex Education

*ACTIVITY AREA: Exploitation

POSITIVE ASPECTS AND COMMENTS:

Clients became aware of when it was appropriate "to touch" another person.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Two male clients expressed a fear of another man touching them. They showed a very negative attitude toward homosexuality.

*ACTIVITY AREA: Homosexuality

POSITIVE ASPECTS AND COMMENTS:

Clients acquired factual knowledge about homosexuality, dissipating some of the myths previously held.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Clients resisted attitudinal changes toward homosexuality.

*ACTIVITY AREA: Dating

POSITIVE ASPECTS AND COMMENTS:

Most clients expressed a desire to date.

Clients developed greater knowledge about such aspects of dating as asking for and accepting or refusing a date, what to do on a date, paying the bills, and kissing, necking, and petting on a date.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Those clients who did not attend the social may not get practice in dating.

Clients confused the concepts of love, friendship, and sex.

Parental influences and lack of transportation and money prevented the clients from dating.

ADDITIONAL COMMENTS:

Co-educational classes would offer clients the opportunity to request and accept a date.

COURSE COMPONENT: Sex Education

*ACTIVITY AREA: Intercourse

POSITIVE ASPECTS AND COMMENTS:

Knowledge about intercourse alleviated many fears and myths.

Students expressed appreciation of acquiring knowledge about intercourse.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Clients who were not ready to hear about intercourse blocked out the entire lesson. The lesson needed to be repeated several times.

One client who originally was upset by the topic became very much interested in it and enjoyed discussing it.

ADDITIONAL COMMENTS:

It was important to wait until trust and maturity were established in the class before introducing this topic.

Values about intercourse should be stressed regularly once the topic has been introduced.

*ACTIVITY AREA: Marriage

POSITIVE ASPECTS AND COMMENTS:

Clients gained greater knowledge about the responsibilities associated with marriage.

Clients gained knowledge about alternative lifestyles to marriage.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Most clients wanted to get married. It was, therefore, important not to make marriage sound too glamorous.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Birth Control

POSITIVE ASPECTS AND COMMENTS:

Clients acquired knowledge about methods of birth control.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Since most clients were not sexually active, there was little transferences.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Sex Education

*ACTIVITY AREA: Venereal Disease

POSITIVE ASPECTS AND COMMENTS:

Clients acquired knowledge about the etiology, symptoms, diagnostic methods, and treatment of venereal disease and about seeing a doctor if symptoms of venereal disease occur.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

It was difficult to emphasize the importance of this topic without frightening the clients.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Childbirth

POSITIVE ASPECTS AND COMMENTS:

Clients acquired knowledge about the responsibilities of parenthood.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

A discussion of childbirth could influence the clients to want a baby even more. Discussion of the responsibilities usually counteracts this.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Socially Appropriate Behavior

POSITIVE ASPECTS AND COMMENTS:

Clients acquired knowledge about socially appropriate behavior and were able to apply this knowledge to specific social situations.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Some clients tended to indulge in food. If it continued, the suggestion was made that they "slow down."

Not all clients participated in social situations as fully as possible. Peer pressure encouraged them to participate; the fact that they are the center of attention at home counteracted class efforts toward group involvement. Time should alleviate this problem.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Sex Education

*ACTIVITY AREA: Values

POSITIVE ASPECTS AND COMMENTS:

Clients gained knowledge about biologically and sociologically based sex roles.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Sex Education

COMPONENT RECOMMENDATION:

Parent involvement is essential in this sensitive area. However, their input should not interfere with the client's need for privacy and confidentiality.

COURSE COMPONENT: Sex Education/Personal Health & Hygiene/Grooming

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COURSE COMPONENT: Clothing Maintenance

ACTIVITY AREAS: Clothing identification
Identification of appropriate clothing for various occasions
Identification of appropriate seasonal clothing
Body measurements
Color and pattern coordination
Washing clothes
Drying Clothes
Ironing Clothes
Sewing

COURSE COMPONENT: Clothing Maintenance

COURSE DESCRIPTION: This course covers the areas of clothing identification, seasonal clothing, clothing for different occasions, color and pattern coordination, appropriate fit, and care of clothes.

OBJECTIVES: The client should:

be able to identify different types of clothing;

be able to identify the season in which a particular item of clothes is worn;

be able to identify the proper dress for various occasions;

be able to select proper color and pattern combinations;

be able to select the correct size;

be able to wash, dry, and mend clothes.

METHODS OF IMPLEMENTATION:

Instruction was given through lectures, demonstrations, hands-on experiences, and field trips to laundromats.

MATERIALS:

Articles of clothing

Pictures

Needles, thread, iron-on patches, and other items necessary for sewing

Irons and ironing boards

Shoe polishing materials

Washing machines and dryers

Detergent and other items necessary for washing clothes

COURSE COMPONENT: Clothing Maintenance

*ACTIVITY AREA: Clothing Identification

Requirements were very easy and clients had no trouble identifying articles of clothing and where they were to be worn on the body.

The use of magazines and store flyers was helpful in stimulating exploration and discussion of clothing.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

Movies, slides, and other visual aids could be utilized as teaching tools.

*ACTIVITY AREA: Appropriate Clothing for Various Occasions

POSITIVE ASPECTS AND COMMENTS:

The teaching method whereby the instructor wore two sets of clothing and changed into two other sets proved to be a strong motivational factor.

The clients distinguished readily between the four types of clothing, verbalized about the lesson, and gave personal data about their own dress. A real fun activity for clients.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Class time and the amount of clothing that could be brought to class limited the occasional clothing that could be shown and discussed.

It is necessary to have more than one set of clothing for each occasion exemplified.

The display was limited to men's clothing. It is important to model women's clothing as well.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Identification of Appropriate Seasonal Clothing

POSITIVE ASPECTS AND COMMENTS:

Clients were genuinely interested and involved in this activity. Various seasonal outfits for men and women were displayed. Use of actual clothing for demonstration purposes is a must. Clients were serious and highly motivated.

Clients enjoyed arranging clothing and putting ensembles together. Use of actual clothing for manipulation is most important to the success of the aspect of the course.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Class time and the amount of clothing that could be brought to class limited the seasonal clothing that could be shown and discussed.

Problems arose in differentiating between spring and fall clothing. It helped to combine the two and to emphasize that the same clothing may be worn for both seasons.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Color and Pattern Coordination

POSITIVE ASPECTS AND COMMENTS:

Motivation was high due to manipulative aspect of arranging the clothes in well-matched sets. Use of students as models was also a positive aspect of this area.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

A major drawback was the limited amount of time and clothing available.

More exposure to the real world was needed. Today's weird color combinations and fluorescents make it difficult to present a conservative but timely view of dress. This is where total exposure, through field trips, movies, magazines, etc., could really help.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Clothing Maintenance

*ACTIVITY AREA: Body Measurements

POSITIVE ASPECTS AND COMMENTS:

Clients were given the opportunity to be measured and have clothing sizes recorded. Clients kept a record of these measurements for purchasing their own clothes.

This was an enjoyable and important activity. Many clients did not know their body measurements or clothing sizes. The cards provided should help them when they need this information.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

It would have been helpful to follow this activity with actual clothing shopping. More tie-in to the real world was necessary.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Washing Clothes

POSITIVE ASPECTS AND COMMENTS:

This was an important and successful activity. Clients were very motivated and conscientious.

The trips to the laundromat were most successful.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

More washing machines and more trips to the laundromat were needed. It would be best if every class took place at the laundromat.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Drying Clothes

POSITIVE ASPECTS AND COMMENTS:

All clients were consistently successful at folding clothes after they had been dried.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Several dryers and an increase in the number of trips to the laundromat would be beneficial. It is important to provide real life experiences.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Clothing Maintenance

*ACTIVITY AREA: Ironing Clothes

POSITIVE ASPECTS AND COMMENTS:

Clients were highly motivated, aware of the dangers involved in using an iron, very conscious of safety procedures, and worked well independently.

Some clients became proficient at ironing.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Limited number of irons and ironing boards hindered clients from getting sufficient experience in this area. The less assertive clients did little ironing since they didn't get to use the iron we had.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Sewing

POSITIVE ASPECTS AND COMMENTS:

Clients saw the value of sewing.

Since clients worked individually, the instructor was able to identify problem areas for each client.

Materials were inexpensive and easy to obtain.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Finding items to sew was an occasional problem. Although clients were asked to bring items to sew, few did.

Some of the male clients thought sewing was strictly a female activity. This kind of stereotyping needs to be overcome.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Clothing Maintenance

COMPONENT RECOMMENDATIONS:

More clothes are needed for demonstration purposes.

Field trips to clothing shops, department stores, and shopping malls are essential.

More classroom washing machines and dryers are necessary if classes are to be conducted in the school.

Classes in washing clothes should be conducted at a laundromat.

COURSE COMPONENT: Shopping and Food Preparation

ACTIVITY AREAS: Food shopping
Table setting and etiquette
Health and Safety in Cooking
Menu planning
Food preparation
Clean-up

COURSE COMPONENT: Shopping and Food Preparation

COURSE DESCRIPTION: This course introduces clients to basic shopping and food preparation skills.

OBJECTIVES: The client should:

be able to grocery shop independently;

be able to set a table correctly;

practice appropriate table manners;

know and apply personal hygiene procedures related to food preparation;

know and apply safety procedures in food preparation;

be able to plan a menu;

be able to prepare, cook, and serve a nutritious meal;

be able to perform clean-up activities.

METHODS OF IMPLEMENTATION:

Informal discussion and experiential activities were utilized in all aspects of the Shopping and Food Preparation component.

MATERIALS:

A well-equipped kitchen

Food items

Tablecloth and napkins

Supermarket aisle guide

Newspapers for coupon clipping

Household items; e.g., sponges, mops, brooms, cleansers, etc..

COURSE COMPONENT: Shopping and Food Preparation

*ACTIVITY AREA: Food Shopping

POSITIVE ASPECTS AND COMMENTS:

Clients were provided with an aisle guide to assist them in locating items in a local supermarket.

Clients have been instructed to ask for assistance in locating items when necessary.

Clients select a cart before entering store.

Clients shop independently with a list provided by a family member. Some clients are capable of making up their own list.

Most clients were able to recognize labels of foods which were used in the home.

Clients empty the cart at the checkout counter, pay the cashier, and are reminded to count their change.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Clients do not bring a list from home regularly. Instructor follow-up is often necessary.

An extended class period is required for this activity to enable clients to shop for items to be prepared in the cooking class, instead of shopping for items to be used in their homes.

ADDITIONAL COMMENTS:

In an extended class period coupon clipping could be an integral portion of this component.

*ACTIVITY AREA: Table Setting and Etiquette

POSITIVE ASPECTS AND COMMENTS:

While preparing a meal, clients were able to simultaneously set a table with plates, silverware, coffee cups and napkins.

During the meal, proper etiquette was discussed.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

If time allowed, a more complete table setting could have been reviewed; i.e., condiments, centerpiece, table cloth, holiday table settings, etc..

More time is required to increase understanding of proper etiquette.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Shopping and Food Preparation

*ACTIVITY AREA: Health and Safety in Cooking

POSITIVE ASPECTS AND COMMENTS:

Clients acquired knowledge of safety procedures in the kitchen.

Clients acquired knowledge of hygiene procedures related to food preparation.

Clients were able to plan a nutritional meal.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Menu Planning

POSITIVE ASPECTS AND COMMENTS:

Clients became aware of the importance of nutritional meal planning.
Discussion was generally open and informal.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Time factor did not permit in-depth discussion of this subject.

ADDITIONAL COMMENTS:

A nutrition chart or other visual aids in the work area would be helpful.

*ACTIVITY AREA: Food Preparation

POSITIVE ASPECTS AND COMMENTS:

Clients were able to differentiate appropriate food items for breakfast, lunch, and dinner.

Clients were able to prepare and/or cook the following items:

- a variety of cold beverages
- eggs (scrambled and fried)
- cereal with fruit
- toast
- coffee
- a variety of sandwiches
- a variety of salads
- soup
- hamburgers
- hot dogs
- meatloaf
- meatballs
- potatoes
- frozen vegetables
- spaghetti

COURSE COMPONENT: Shopping and Food Preparation

POSITIVE ASPECTS AND COMMENTS: (cont.)

Clients were able to manipulate a can opener.

Many clients applied their skills by preparing lunches at home.

Clients showed interest and enjoyment in class participation.

Clients were willing to assist each other.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

When it was necessary for the teacher to be involved with one client, other clients had to wait. The use of a teacher's aide would alleviate this problem.

There was insufficient class time for clients to practice skills learned.

Storage space was a consistent problem.

ADDITIONAL COMMENTS:

Some clients did not transfer skills to the home.

*ACTIVITY AREA: Clean-up

POSITIVE ASPECTS AND COMMENTS:

Since clean-up was required after each class, clients had an opportunity to master skills in this component.

Clean-up activities included clearing and wiping the table, washing, drying, storing dishes and utensils, and mopping the floor.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Clients who participated in clean-up activities at home had little difficulty; other clients needed constant guidance and supervision.

ADDITIONAL COMMENTS:

None.

COURSE COMPONENT: Shopping and Food Preparation

COMPONENT RECOMMENDATIONS:

In order to execute all aspects of the food preparation component, longer class period is required.

COURSE COMPONENT: Social Dance

ACTIVITY AREAS:
- Warmup Exercises
- Dance Improvisation
- Social Dance
- Folk Dance and "Play Party" Dances
- Rhythmic Analyses

COURSE COMPONENT: Social Dance

COURSE DESCRIPTION: This course covers the fundamentals of dance forms used at social functions. These include disco dance, social dance, and square and folk dance.

OBJECTIVES: The client should:

be able to execute basic social and folk dance steps and patterns.

be able to execute basic locomotor movements, i.e. walk, hop, step-hop, jump, leap, etc. in different directions.

acquire greater use of the body in movement.

be able to imitate movement.

be able to relate to a partner or to others in movement.

be able to change direction in space.

be able to identify and move to the underlying beat of the music.

be able to perform short rhythmic sequences in movement.

be able to coordinate movements with a partner.

be able to perform a "touch" and "step" in step pattern sequences.

be able to improvise movement.

enjoy dance and movement.

be able to operate the record player.

METHODS OF IMPLEMENTATION:

Clients were asked to perform exercises at the beginning of class as a warmup. Basically, the same exercises were used each week.

Improvisational material was introduced each week for the purpose of exploring movement possibilities, interacting, and developing rhythmic skills.

Social dance sequences were taught. The sequences differed, but frequently involved different combinations of the same steps or movements.

"Breaks" between formal instruction allowed the clients to play their own records and listen or dance to the music. It also allowed the instructor to work with individuals who were having difficulty with an aspect of the lesson.

Clients frequently operated the record player. They also took responsibility for setting it up and putting it away.

COURSE COMPONENT: Social Dance

MATERIALS:

Record player (preferably with an adjustable speed control)

Cassette tape recorder

Records

COURSE COMPONENT: Social Dance

* ACTIVITY AREA: Warmup Exercises

POSITIVE ASPECTS AND COMMENTS:

Clients were able to accept sitting on the floor.

Clients developed greater accuracy in imitating movement sequences.

Clients developed greater ability in stretching their limbs.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Although concern with identification of right and left was minimized, clients continued to have difficulty identifying right and left sides of the body.

Clients had difficulty doing push-ups. Push-ups were eliminated in favor of a simpler exercise for arm strength. Those clients capable of doing push-ups did them on an individual basis.

ADDITIONAL COMMENTS:

Exercises needing a mat for safety were eliminated.

* ACTIVITY AREA: Dance Improvisation

POSITIVE ASPECTS AND COMMENTS:

Clients improved in their ability to develop original movement.

Clients developed a greater range of improvised movements.

Clients increased their ability to use space in a variety of ways.

Clients improved in their ability to imitate and mirror the movements of another person.

Clients developed a sensitivity to the movements of another person.

A client who lacked language enjoyed communicating through mirror image improvisations.

The improvisational ability of some clients was outstanding. Their improvisation was done with concentration, feeling, and at times was intuitively given form.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None

ADDITIONAL COMMENTS:

There was a tremendous range of improvisational ability among clients.

Clients varied in their ability to isolate body parts in movement.

COURSE COMPONENT: Social Dance

ACTIVITY AREA: Dance Improvisation

ADDITIONAL COMMENTS: (cont)

An improvisational dance class was formed in April 1980 in response to the enthusiasm and ability that clients displayed in this area. The group has been exploring movement possibilities and is in the process of creating dance works. The activity seems to engender a very positive response.

* ACTIVITY AREA: Social Dance

POSITIVE ASPECTS AND COMMENTS:

Clients seem to enjoy disco dance.

The clients improved in their ability to execute locomotor movements, particularly in their ability to do step patterns to the side.

Most clients developed the ability to differentiate between a "touch" and "step" in locomotor movements.

Most clients were able to execute dances involving a change in body direction.

Most clients were able to perform simple couple dances done with hands joined or in social dance position.

Clients enjoyed dance sequences that were short and repetitious.

Clients frequently brought records for dancing.

Some clients were interested in and able to operate the record player.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Some clients had problems with moving to a pulse and/or sustaining a tempo.

Step patterns that changed too fast or were complex could not be successfully executed.

ADDITIONAL COMMENTS:

Clients were more successful with a movement sequence done at a slower tempo.

Clients needed to develop skill in remembering short movement sequences.

A dance sequence was more successful if constructed so that a step pattern is repeated a number of times before a transition is introduced to a new step pattern.

COURSE COMPONENT: Social Dance

* ACTIVITY AREA: Folk Dance and "Play Party" Dances

POSITIVE ASPECTS AND COMMENTS:

Clients seemed to enjoy square dancing.

If steps were simple, i.e. basically walking, most clients were able to execute the spatial patterns of the dance.

Most clients were able to execute the following square dance patterns: honor your partner and corner; right, left, and both hands around; forward and back; do-si-do.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

One client expressed a negative response to a dance which he felt was for children, even though the dance was, in fact, for any age group. Care was taken to select dances which would not be associated with children.

ADDITIONAL COMMENTS:

"Play party" dances were given less emphasis as the program progressed.

* ACTIVITY AREA: Rhythmic Analyses

POSITIVE ASPECTS AND COMMENTS:

Most clients were able to clap rhythmic patterns derived from verbal cues, i.e. titles of television shows.

Clients seemed to enjoy the use of rhythm instruments.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Most clients could not clap short rhythmic patterns if these patterns were not associated with something concrete, i.e. the title of a television show; a person's name; the cues short, short, long, etc.

ADDITIONAL COMMENTS:

Many clients were able to clap rhythms that they could not sustain in movement.

Clients varied in their ability to execute the rhythmic pattern of a movement sequence.

COURSE COMPONENT: Social Dance

COMPONENT RECOMMENDATIONS:

Use a dance room for all dance classes.

Use a record player with an adjustable speed control.

Clients in any one class should be at the same or similar ability levels.

A classroom aide would be helpful to assist individuals who are having difficulty; allow one person to demonstrate while the other observes; allow the clients to learn at different levels of complexity.

Identify outside social functions at which the clients could apply the material learned in class.

COURSE COMPONENT: Performing Dance Company

ACTIVITY AREAS: Dance Improvisation
Choreography
Performance

COURSE COMPONENT: Performing Dance Company

COURSE DESCRIPTION: The performing dance company meets weekly to rehearse and experiment with dance improvisation and composition.

OBJECTIVES: The client should:

develop and utilize creative thought;

enjoy experimenting with dance movement;

become sensitive to and respond to the movements of others;

acquire knowledge about dance as a theatrical art form;

enjoy participating in dance as a theatrical art form.

METHODS OF IMPLEMENTATION:

Clients were asked to participate in numerous activites in dance improvisation.

Clients were encouraged to realize their own choreographic ideas.

Informal discussions and directions continually improved the dances which were finally presented.

The final program was presented several times, each time to a larger audience.

MATERIALS:

Record player and records

Cassette and reel-to-reel tape recorders

Props and costumes

COURSE COMPONENT: Performing Dance Company

*ACTIVITY AREA: Dance Improvisation

POSITIVE ASPECTS AND COMMENTS:

Clients improved in their ability to develop original movement.

Clients developed a greater range of improvised movement.

Clients developed confidence in improvising movement and sharing their dance sequences with others.

Clients developed problem-solving skills through movement improvisation.

Clients developed greater kinesthetic awareness.

Clients developed group sensitivity and were able to respond to the movements of others.

Clients were able to perform dances based on abstract and concrete thematic materials.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Improvisations which involved group imitations of a leader were not successful. Perhaps imitation should begin with a partner and gradually involve additional people.

Movement problems which were broadly defined were more successful than those very specifically defined.

ADDITIONAL COMMENTS:

None.

*ACTIVITY AREA: Choreography

POSITIVE ASPECTS AND COMMENTS:

Clients were able to set and remember a dance sequence.

Several clients choreographed their own dances; i.e., developed the thematic idea, developed the dance sequence,selected their accompaniment, selected props and costumes.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

Once clients had established the outline for their dance, guidance was needed for its development.

COURSE COMPONENT: Performing Dance Company

*ACTIVITY AREA: Performance

POSITIVE ASPECTS AND COMMENTS:

Clients enjoyed the performance experience.

Shy clients were able to perform with confidence.

Group cohesiveness was established through the whole process of working together toward a final product.

The performance was very well received.

The audience participated actively in the performance experience.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

A formal stage would not have been conducive to a successful performance. A rehearsal in such an area showed that the space was too large and intimidating. Initial performances should be held in an intimate theatrical environment.

ADDITIONAL COMMENTS:

Simplicity in production was important to success.

Prior to the performance, the group had the opportunity to see a college dance production and to be shown the technical aspects of theater. Both of these experiences were very positively received.

COURSE COMPONENT: Performing Dance Company

COMPONENT RECOMMENDATIONS:

The dance company was formed in April, 1980 and performed in early June. This brief time period limited opportunitites for experimentation. Next year the company will exist on a year-round basis. This should increase the creativity and dance skill of its members and produce a very fine repertoire.

It would be helpful to have an assistant working with this group so that several dances could be rehearsed simultaneously.

COURSE COMPONENT: Arts and Crafts

ACTIVITY AREAS: Crewel
Clay
Masking Tape on Bottles Coated with Shoe Polish
Decoupage
Basket Weaving
Popsicle Stick Letter Holders
Painting - Water Colors
Silk Flowers

COURSE DESCRIPTION: This course provides the opportunity to create usable craft items through a variety of manipulative projects while developing a leisure-time hobby.

OBJECTIVES: The client should:

be able to produce craft items through a variety of projects;

utilize individual creativity;

develop a leisure-time hobby.

METHOD OF IMPLEMENTATION:

Instruction and demonstrations were given for each project.

MATERIALS:

Clay

Crewel kits

Masking tape

Glass bottles

Decoupage

Popsicle sticks

Paints

Silk fabric

Picture wire

Straw

Shoe Polish

Drawing paper

Outlined pictures for painting

Stain, varnish, glue

COURSE COMPONENT: Arts and Crafts

*ACTIVITY AREA: Crewel

POSITIVE ASPECTS AND COMMENTS:

Clients who were highly motivated learned the necessary stitches and mastered the skill.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

A longer class period was needed.

A smaller class size was necessary to enhance individualized instruction.

An instructional aide is necessary in this activity.

ADDITIONAL COMMENTS:

Individualized instruction is essential for the success of this activity.

*ACTIVITY AREA: Clay

POSITIVE ASPECTS AND COMMENTS:

Activities with clay lent themselves to a variety of ability levels. Clients were highly motivated.

Clients were readily able to follow instructions.

Clay activities seemed to encourage free expression and creativity.

The following projects were successful with this medium:

pinch pots
coil pots
nature plaques
mechanical plaques
cylinder vases.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Sinks and storage space are needed for clay activities.

*ACTIVITY AREA: Masking Tape on Bottles Coated with Shoe Polish

POSITIVE ASPECTS AND COMMENTS:

Clients showed success with this project.

Two clients repeated this project independently at home.

Client feedback was positive.

This was a good, short term project that produced a nice product.

This activity lent itself to a large group.

The instructor was able to help all clients effectively.

COURSE COMPONENT: Arts and Crafts

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

A variety of bottles was needed.

Planning ahead is a must.

*ACTIVITY AREA: Decoupage

POSITIVE ASPECTS AND COMMENTS:

A good, short term activity which took two classes to complete.

Minimal instruction was needed.

Student initiative was high and independence of clients in doing the project was evident.

The project was cost effec ive.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Since the project tended to be messy, clients had to work carefully. Some clients stained not only their plaques, but desks, hands, arms, and clothing. Smocks should be worn. Use of latex stain kept clean-up manageable.

ADDITIONAL COMMENTS:

Short term projects, such as decoupage seem to produce the best results. Motivational carry-over is best with short term projects.

*ACTIVITY AREA: Basket Weaving

POSITIVE ASPECTS AND COMMENTS:

Clients readily learned weaving technique.

Clients assisted each other.

Transfer of this activity to the home was shown by some clients.

The project produced a nice product.

Clients showed enjoyment and little frustration with basket weaving.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Materials were difficult to find, particularly the base of the baskets. Planning ahead is, therefore, needed.

ADDITIONAL COMMENTS:

This project is short to medium term in length.

It is a good project to include in the program.

Some clients had previous experience with basket weaving.

COURSE COMPONENT: Arts and Crafts

*ACTIVITY AREA: Popsicle stick letter holders

POSITIVE ASPECTS AND COMMENTS:

None.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

A poor activity.

Motivation was low; frustration, high.

The project was too time consuming.

The finished product was very weak and unstable.

The project might have been more successful with a smaller group. A group of eight was too large.

ADDITIONAL COMMENTS:

This activity should be eliminated from future programs.

*ACTIVITY AREA: Painting - Water Colors

POSITIVE ASPECTS AND COMMENTS:

Mixed results were achieved in terms of motivation and project effectiveness. Those clients who enjoyed the project did well.

The original drawings that were painted were pretty and reproduced on quality paper, leading to a very colorful and appealing finished product.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

There was a limited variety of pictures to paint. This could have been resolved if the clients had used their own creativity by drawing and painting their own pictures.

ADDITIONAL COMMENTS:

This is a valuable project if performed with the changes suggested.

*ACTIVITY AREA: Silk flowers

POSITIVE ASPECTS AND COMMENTS:

A small project that sustained clients' interest.

Products were simple and attractive.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

None.

ADDITIONAL COMMENTS:

This project is a good follow-up activity to the masking tape bottles.

COURSE COMPONENT: Arts and Crafts

COMPONENT RECOMMENDATIONS:

The opportunity should be afforded whereby craft items could be offered for sale.

COURSE COMPONENT: Community Experience Activities

In conjunction with formal training components, community experience activities are offered in East Brunswick. As a result of these activities, clients are exposed to various aspects of the community through shopping trips, restaurant dining, laundromat experience, use of the library, etc. By incorporating these experiences into a planned program, the clients are offered support in their initial attempts to become integrated into "normal" community living. Further, they are afforded practical reinforcement of skills learned in other program components. Small group exposure to other community residents offers the potential of smooth, comfortable integration of retarded adults into community living.

COURSE COMPONENT: Social

The social is an important component of the overall program designed to offer clients the opportunity to socialize with their peers in a planned, adult activity outside of the academic setting. Clients enjoy participating in the planning of the social and frequently make suggestions regarding preferred activities. A few successful activities include social dances, dance contests, movies, and puppetry workshops. The socials are generally held in either the East Brunswick Elks Club or The Library of East Brunswick.

COURSE COMPONENT: Parent Group

COURSE COMPONENT: Parent Group

COURSE DESCRIPTION: The group is structured as a combination didactic and supportive group for parents to learn what we are teaching and to develop strategies for making use of this information. It also affords an opportunity to share experiences in an informal setting.

OBJECTIVES:

Develop strategies to encourage independent behavior by sons and daughters.

Reinforcement at home of those skills and behaviors being taught in the program.

Input from parents about what is important for their sons and daughters to learn.

Open discussion and sharing of experiences and coping skills with others in the group.

METHODS OF IMPLEMENTATION:

Parents were invited to an initial parent night and a formal weekly meeting date was arranged.

Parents arrive and sign in; take their seats in an arranged circle.

Agenda is presented.

Introduction of guest speaker (if applicable).

Information presented in a directive atmosphere.

Free discussion.

Individual conferences.

MATERIALS:

Films

Film projector

COURSE COMPONENT: Parent Group

POSITIVE ASPECTS AND COMMENTS:

The parents' night approach was a good one for generating interesting in parent involvement. It gave them an opportunity to hear an overview of the program as well as a chance to meet face to face with the staff. The interaction was lively. Coffee was served.

Instructors presented parents with a course overview. From this an attempt was made to direct the discussion toward strategies parents have, or might have used to encourage the use of skills being taught. This worked out fairly well. Parents were attentive and asked pertinent questions of the instructors.

Each instructor was asked to limit their discussions to fifteen minutes.

It appears that a good balance has been struck between the amount of time spent on focused didactic discussion and free discussion. The free discussion time, usually about half an hour or so each session, provides an opportunity for group members to develop relationships, share experiences, discuss coping skills, etc.. At times discussion goes far afield, but what is important is that a sense of belonging and sharing a common experience is developing.

On several occasions time was taken to obtain feedback from parents about the changes they have noted in their sons and daughters since the program began. The parents also gave input as regards other courses they would like to see taught, such as typing, current events, geography, art, etc.. Also, several voiced satisfaction with having the parents group wherein they can learn what is happening in the program. They cautioned that the program needs to stay responsive to them, that they knew the problems and needs first-hand.

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

Generating interest and getting committments from parents is difficult. They have had frustrating experiences with public agencies and thus are skeptical. One needs to be persistent; following up written contact with phone calls. Getting a few dedicated parents to help with the recruitment is a good approach. Unfortunately, those who might benefit most do not attend. Strategies need to be developed to involve this group.

Many parents did not seem to have a committment to the ultimate goals of our program - independence, self-sufficiency, least restrictive living situation. Therefore, many of their comments reflected not so much an interest in these ideals as an interest in providing entertainment and/or diversion for their sons and daughters.

There was resistance to changing the way things are done at home. Some said it was easier to do things for their sons or daughters than to try to teach them to do it for themselves.

It was difficult to keep them focused on the need to try to do things differently at home. Parents often commented -"My son/daughter is not allowed..." or "My son/daughter can't..."

COURSE COMPONENT: Parent Group

PROBLEM AREAS AND RECOMMENDED SOLUTIONS:

There are some drawbacks to having the group structured as it is. The didactic aspect of the group creates a teacher/student school atmosphere which somewhat restricts interaction between individuals. However, this is the trade-off taken in order to introduce the material the program feels is necessary for them to hear.

During the free discussion period, it is sometimes necessary to give parents individual attention. Some parents tend to sit quietly and not involve themselves.

ADDITIONAL COMMENTS:

The Parent Group should be both a learning experience and a sharing experience. Members look forward to the free discussion; the last session went well beyond our normal ending time - no one seemed to want to stop.

COURSE COMPONENT: Parent Group

COMPONENT RECOMMENDATION.

A social worker or counselor should be available to follow up on individual cases.

COUNSELING COMPONENT

People who help others to learn new behaviors and attitudes, or to otherwise facilitate human growth, have realized the importance of the learner's attitude toward learning and changing (attempting new behaviors, experiencing difficulties, exploring). Because attitudes towards learning are often manifestations of attitudes towards oneself, counselors have focused on enhancing the self-esteem of clients in order to attempt to increase the client's positive attitude towards self, thereby fostering a more positive attitude towards learning.

Initially, counselors identified positive attitudes that the clients held toward themselves. They attempted to reinforce these existing, client-held, positive attitudes whenever possible. Counselors also identified negative attitudes that clients held toward themselves and, together with the client, worked toward changing these negative attitudes in the direction of replacing them with more positive ones.

Counselors used information obtained from parents, clients, staff members and assessment instruments to identify client attitudes. They elicited client input in terms of desired changes, willingness to work toward change, and commitment to effort. Whenever possible, counselors selected objectives for themselves and for clients on the basis of client agreement and readiness to work towards mutually acceptable goals. Counselors found that clients were frequently not very verbally expressive. They, therefore, became prepared to be active while maintaining a client-centered emphasis by asking many closed- and open-ended questions and by encouraging and reinforcing client verbalizations. Role-playing and role-reversals were found to be successful techniques for helping clients discover, explore and understand concepts and behaviors. Client and counselor summaries were part of the closing of each counseling session. Whenever possible, counselors provided suggestions as to opportunities that clients might use to practice and work on their attitudinal or behavior objectives between sessions and asked clients to report their experiences the following session. Of course, not all sessions were equally productive. Sometimes plateaus or periods of minimal apparent progress would occur, only

to be surprisingly followed by sessions in which substantial changes became evident. For many clients, change was more evident between sessions than during them. Some counselors observed that our adult handicapped clients frequently seemed to take a longer time to work through and reach various stages of understanding and change than would be expected from a non-handicapped population. All of our counselors, nevertheless, responded to the challenge and found the experience to be a most rewarding one.

Counseling was also found to be necessary and helpful in times of client crisis (family turmoil, other situational upsets and disturbances). Counselors responded to client emergencies, helping them to understand and accept their emotions while supporting their efforts to overcome the fears, anxieties, anger, confusion, pain and resentments that had troubled them. When common human concerns were found to simultaneously be important among a number of clients, groups were formed to address the issues. Group sessions on "death and dying" and on "marriage" were well received by clients. The pre-vocational, vocational and career topics were also discovered to be of common concern to many clients which counseling groups could usefully address.

Counselors found the cooperation and support of instructional staff members to be a great asset in facilitating increased client self-esteem. Counselors frequently sought information and assistance from instructors. These combined efforts were frequently crucial to firmly establishing and maintaining desired client changes in attitude and behavior. Clients also recognized and were positively influenced by the supportive attitudes that the non-counseling staff members held towards the counseling staff and the client's own counseling experience.

Counselors also communicated with parents when circumstances indicated that parent involvement would maximize facilitation of client progress. The program social worker was especially helpful in coordinating these joint efforts of parents and counselors.

RECOMMENDATIONS:

Careful coordination of client schedules is necessary to avoid appointment cancellations due to conflicts with other activities.

Sufficient resources should be available to provide appropriate counseling for all program participants.

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Planning counseling services for minimally verbal students needs to be carefully addressed.

A combination of brief, frequent (weekly) informal meetings and formal monthly meetings provides the most effective method for accomplishing objectives.

Time for counselor-staff interaction should be regularly scheduled and provided. It is desirable for counseling staff to participate in total staff meetings so that mutual acceptance, familiarity and trust can be developed among the entire staff. Cooperation between counseling and instructional staff is essential to promote the communication necessary to permit the combined efforts needed for maximizing client growth.

Whenever possible, counselors should participate with instructional staff and clients in program activities, both in and out of the main facility.

It is also desirable to include counselors, individually or as a group, in parent meetings.

Visitations to other programs such as day activity centers and sheltered workshops can be most useful in familiarizing and orienting new counselors, as well as in providing opportunities for communication between program counselors and rehabilitation counselors and counseling social workers.

APPENDIXES

APPENDIX A

TESTS AND ASSESSMENT INSTRUMENTS

Modification of adopted instruments is a continuing process. Counselors and evaluators developed sensitivity to problems of client misunderstanding or other interference difficulties with certain questions and explanations. They kept records of these problems and met with the project director and co-leaders to discuss possible revisions. It is hoped that this continuing process of modification will lead to continuing increases in the validity and reliability of the adopted instruments. We are also looking to the inclusion of some behavioral observation tests in order to elicit more valid results in the future.

Instrument	Page
Self-Appraisal Inventory	A-2
Essential Vocabulary	A-5
Key Math	A-9
Sex Education	A-10

ASSESSMENT INSTRUMENT

SELF APPRAISAL INVENTORY*

TEST INSTRUCTIONS

INSTRUCTIONS TO TESTEE

I am going to ask you some questions about yourself. I would like you to answer YES or NO to these questions.

* Adapted from:
Measures of Self Concept, Grades K-12 (Instructional Objectives Exchange: Los Angeles, 1965). A minimal amount of terminology has been changed and certain questions omitted for purposes of clarity.

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

A-3

ADULT MENTALLY HANDICAPPED PROGRAM

ASSESSMENT INSTRUMENT: Self Appraisal Inventory

CLIENT NAME _____ DATE _____

FORM COMPLETED BY: _____

YES	NO	
___	___	1. Are you easy to like?
___	___	2. Do you get in trouble at home a lot?
___	___	3. Do you wish you were younger?
___	___	4. Are you an important person in your family?
___	___	5. Do you feel that you are doing a bad job in work/school a lot of the time?
___	___	6. Do you like yourself?
___	___	7. Do you have enough friends?
___	___	8. Does your family ask you to do too many things?
___	___	9. Do you wish you were someone else?
___	___	10. Is it easy for you to wait your turn?
___	___	11. Do your friends do what you say?
___	___	12. Is it easy for you to do good in work/school?
___	___	13. Do you often break your promises?
___	___	14. Do most people have fewer friends than you?
___	___	15. Are most people better liked than you?
___	___	16. Are you one of the last to be chosen for games?
___	___	17. Are the things you do at work/school very easy for you?
___	___	18. Do you know a lot?
___	___	19. Can you do good work if you want to?
___	___	20. Do you forget most of what you learn?

(cont)

SELF APPRAISAL INVENTORY

YES	NO	
____	____	21. Do you feel lonely a lot of the time?
____	____	22. When you have something to say, do you say it?
____	____	23. Do you get upset easily at home?
____	____	24. Do you often feel ashamed of yourself?
____	____	25. Do you like the boss/teacher to ask you questions in front of other people?
____	____	26. Do other people at work think you are a good worker?
____	____	27. Are you hard to be friends with?
____	____	28. Are most people able to finish their work faster than you?
____	____	29. Do members of your family pick on you?
____	____	30. Are you any trouble to your family?
____	____	31. Is your family proud of you?
____	____	32. Can you talk to your family when you have a problem?
____	____	33. Do your parents like you even if you have done something bad?

ASSESSMENT INSTRUMENT

ESSENTIAL VOCABULARY*

TEST INSTRUCTIONS

SUB-TEST: VISUAL

INSTRUCTIONS TO TESTEE

I am going to show you a card that has a word or words written on it. Relax, take your time and read the word or words to me as best you can.

SUB-TEST: UNDERSTANDING

INSTRUCTIONS TO TESTEE

I am going to show you a card that has a word or words written on it and I am going to read the word or words to you. Relax, take your time and as best you can, in your own words, tell me what the word or words mean.

* This instrument was composed locally, using a variety of texts and other vocabulary lists. The selections were based on a determination of the most essential vocabulary for client safety and survival.

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

ADULT MENTALLY HANDICAPPED PROGRAM

ASSESSMENT INSTRUMENT: Basic Skills - Essential Vocabulary

CLIENT NAME _____ PRE-TEST DATE _____

FORM COMPLETED BY: _____ POST-TEST DATE _____

	VISUALLY RECOGNIZE		UNDERSTAND	
	YES	NO	YES	NO
BEWARE OF THE DOG	___	___	___	___
BUS STOP	___	___	___	___
CAUTION	___	___	___	___
CLOSED	___	___	___	___
DANGER	___	___	___	___
DO NOT ENTER	___	___	___	___
DO NOT REFREEZE	___	___	___	___
DO NOT USE NEAR HEAT	___	___	___	___
DON'T WALK	___	___	___	___
DOCTOR	___	___	___	___
DOWN	___	___	___	___
ELEVATOR	___	___	___	___
EMERGENCY EXIT	___	___	___	___
EMPLOYEES ONLY	___	___	___	___
ENTRANCE	___	___	___	___
EXIT	___	___	___	___
EXTERNAL USE ONLY	___	___	___	___
FIRE ESCAPE	___	___	___	___
FIRE EXTINGUISHER	___	___	___	___
FLAMMABLE	___	___	___	___

(cont)

ASSESSMENT INSTRUMENT: Basic Skills - Essential Vocabulary A-7

CLIENT NAME _____

	VISUALLY RECOGNIZE		UNDERSTAND	
	YES	NO	YES	NO
FOR RENT	___	___	___	___
GENTLEMEN	___	___	___	___
HOSPITAL	___	___	___	___
IN	___	___	___	___
INFLAMMABLE	___	___	___	___
INFORMATION	___	___	___	___
KEEP AWAY	___	___	___	___
KEEP OUT	___	___	___	___
LADIES	___	___	___	___
MEN	___	___	___	___
NO ADMITTANCE	___	___	___	___
NO SMOKING	___	___	___	___
NO SWIMMING	___	___	___	___
NO TRESPASSING	___	___	___	___
NOT FOR INTERNAL USE	___	___	___	___
NURSE	___	___	___	___
OPEN	___	___	___	___
OUT	___	___	___	___
OUT OF ORDER	___	___	___	___
POISON	___	___	___	___
POLICE (STATION)	___	___	___	___
PUBLIC TELEPHONE	___	___	___	___

(cont)

ASSESSMENT INSTRUMENT:_____ A-8

_____
CLIENT NAME

	VISUALLY RECOGNIZE		UNDERSTAND	
	YES	NO	YES	NO
REST ROOMS	___	___	___	___
STAIRWAY	___	___	___	___
TOILET	___	___	___	___
UP	___	___	___	___
WALK	___	___	___	___
WATCH YOUR STEP	___	___	___	___
WET PAINT	___	___	___	___
WOMEN	___	___	___	___

ASSESSMENT INSTRUMENT

KEY MATH*

TEST INSTRUCTIONS

INSTRUCTIONS TO TESTEE

I would like to find out how many of the questions in this booklet you can answer. Some of the questions will be easy for you, some will be just right and some might be too hard. I would like you to answer all of those questions that you think you might know. If you are not sure of an answer, you can take a chance or tell me you do not know the answer.

* Key Math Diagnostic Arithmetic Test, Austin J. Connolly, Ed.D., et al. American Guidance Service, Inc., Publishers' Building, Circle Pines, Minnesota 55014, 1971. Only the following portions of this test were used due to client capacity limitations. Operations: addition, subtraction, multiplication, division. Applications: word problems, money, measurement, time.

ASSESSMENT INSTRUMENT

SEX EDUCATION

TEST INSTRUCTIONS

INSTRUCTIONS TO TESTER

Read the question and wait for a response. Don't prompt. If no response is given, read the question a second time.

INSTRUCTIONS TO TESTEE

PART I -- QUESTIONS 1-17

I am going to ask you some questions to see how much you know about the topic of sex education. This is a sex education class and in order to teach you some new things, I first have to see what you already know. Relax, take your time and answer the questions as best you can.

PART II -- QUESTIONS 18-25

I am going to show you two pictures: one of a female body and one of a male body. I am going to read the name of a part of the body to you. Relax, take your time and point to the part of the body in the picture that is the same as the word I read.

This is a picture of a female body. Point to (1) breast, (2) vagina, (3) uterus, (4) fallopian tube.

This is a picture of a male body. Point to (1) penis, (2) scrotum, (3) tube or vas deference, (4) rectum.

INSTRUCTIONS FOR SCORING

The tester, based on his/her judgment of the client's knowledge, is to assign a numerical value in the appropriate column as follows:

0 = None
1 = Some
2 = Satisfactory

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

MENTALLY HANDICAPPED PROGRAM

ASSESSMENT INSTRUMENT: Sex Education

CLIENT NAME _____ PRE-TEST DATE _____

FORM COMPLETED BY: _____ POST-TEST DATE _____

	STUDENT'S UNDERSTANDING		
	NONE	SOME	SATISFACTORY
1. What is dating?	___	___	___
2. What does going steady mean?	___	___	___
3. What does having intercourse mean?	___	___	___
4. Where do children come from?	___	___	___
5. What is sex between a man and a woman?	___	___	___
6. How do a man and a woman make babies?	___	___	___
7. What do we call the organ that men have that injects sperm into the woman's vagina?	___	___	___

(cont)

ASSESSMENT INSTRUMENT: Sex Education

CLIENT NAME

	STUDENT'S UNDERSTANDING		
	NONE	SOME	SATISFACTORY
8. What happens to a man's penis when he becomes sexually excited?	___	___	___
9. What is the opening between a woman's legs called?	___	___	___
10. How are babies born?	___	___	___
11. What does it mean when a woman has her period?	___	___	___
12. What is it called when two boys or two girls hold hands and kiss each other?	___	___	___
13. What should you do if a stranger asks you to go with them somewhere?	___	___	___

The illustrations used in conjunction with questions 14-17 can be found in Human Sexuality Portfolio, published by Planned Parenthood of Kings County, Seattle, Washington.

The illustrations used in conjunction with questions 18-25 can be found in Social and Sexual Development--A Guide for Teachers of the Handicapped, published by the Special Education Curriculum Development Center, University of Iowa, 1971.

(cont)

14. WHAT IS THIS COUPLE DOING?_____

Student's Understanding

None ____ Some ____ Satisfactory ____

Illustration of male and female, sitting side by side sharing a drink.

15. WHAT IS THIS COUPLE DOING?_____

Student's Understanding

None ____ Some ____ Satisfactory ____

Illustration of male and female holding hands.

(cont)

16. WHAT IS THIS COUPLE DOING?_____

Student's Understanding

None ___ Some ___ Satisfactory ___

Illustration of male and female kissing each other.

17. WHAT IS THIS COUPLE DOING?_____

Student's Understanding

None ___ Some ___ Satisfactory ___

Illustration of male and female embracing each other.

(cont)

WHAT IS THIS CALLED?

(POINT TO)

Illustration of female body included here.

	Student's Understanding		
	None	Some	Satisfactory
18.	____	____	____
19.	____	____	____
20.	____	____	____
21.	____	____	____

(cont)

WHAT IS THIS CALLED?

(POINT TO)

Illustration of male body included here.

	Student's Understanding		
	None	Some	Satisfactory
22.	____	____	____
23.	____	____	____
24.	____	____	____
25.	____	____	____

APPENDIX B

FORMS AND NOTIFICATIONS

Article	Page
Parent/Guardian Information Form	B-2
Transportation Information Card	B-3
Emergency Card	B-4
Special Incident or Accident Report	B-5
Attendance Sheet	B-6
Individualized Habilitation Plan (IHP)	B-7
Case Note	B-8
Counselor-Teacher Note	B-9
Counseling Interviews	B-10
Assessment Record Form	B-11
Transportation Notification	B-13
Sample Newspaper Article	B-14
Sample Brochure Advertisement	B-15

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

B-2

ADULT MENTALLY HANDICAPPED PROGRAM

PARENT/GUARDIAN INFORMATION FORM

PARENT/GUARDIAN NAME_____ TELEPHONE_____

ADDRESS_____

CLIENT'S NAME_____ CLIENT'S DATE OF BIRTH_____

PLEASE LIST OTHER AGENCY INVOLVEMENT AT PRESENT

_____ _____

_____ _____

IN ORDER THAT WE MIGHT OFFER THE BEST POSSIBLE PROGRAM OPPORTUNITIES TO OUR CLIENTS, WE ASK YOUR COOPERATION IN TAKING A FEW MOMENTS TO COMPLETE THE FOLLOWING QUESTIONS. IN EACH OF THE FOLLOWING AREAS PLEASE INDICATE AS FULLY AS POSSIBLE WHAT YOU BELIEVE TO BE MOST IMPORTANT FOR THE ABOVE LISTED CLIENT TO LEARN AT THIS TIME.

(1) SOCIAL -- (Example: to speak more often; not to interrupt others; etc.)

_____

_____

(2) ACADEMIC -- (Example: learn to subtract, read signs, complete forms, etc.)

_____

_____

(3) EMOTIONAL -- (Example: not to cry so easily; to be more confident; to assert him/herself, etc.) _____

_____

(4) PERSONAL CARE -- (Example: tie shoes, comb hair, neater appearance)

_____

_____

(5) VOCATIONAL -- (Example: realistic occupational choice; increased information about potential jobs; employment related activities, etc.) _____

_____

(6) OTHER -- (Example: travel more independently; accept limitations, etc.

_____

_____

IN THE EVENT THAT ARTICLES ARE WRITTEN OR PHOTOGRAPHS ARE TAKEN AT RANDOM ABOUT THE PROGRAM,

( ) YOU MAY

( ) YOU MAY NOT

HAVE PERMISSION TO USE MY CHILD'S PICTURE.

Signed_____
Parent or Guardian

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

ADULT MENTALLY HANDICAPPED PROGRAM

TRANSPORTATION INFORMATION CARD
(Use Pencil)

NAME: _____ BIRTHDATE: _____ ADMISSION DATE: _____

ADDRESS: _____ PHONE: _____ (include area code)

MOTHER'S BUSINESS PHONE #_____ FATHER'S BUSINESS PHONE #_____

IF NO ANSWER AT HOME, CALL: _____

_____

DOCTOR: _____ PHONE: _____ (include area code)

ALLERGIES/SENSITIVITIES: _____ SEIZURES: ( ) YES ( ) NO

CURRENT MEDICATIONS: _____ DOSAGE: _____

DATE RECEIVED LAST TETANUS SHOT: _____

DISCHARGE DATE: _____

WHERE TO: _____

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

B-4

ADULT MENTALLY HANDICAPPED PROGRAM

EMERGENCY CARD

Last Name, First Date of Birth Age Home Phone

Address:

Parent's Name: Guardian's Name:

Diagnosis: Seizures: Allergies:
Frequency & Type:

Blood Type: Date of last Tetanus injection:

Dietary Restrictions:

Father's Bus. Phone: Mother's Bus. Phone:

Other persons who are authorized to act for parent in an emergency. (Local)

Alternate's Name: Phone:

Address:

Relationship to Client:

Family Doctor: Phone:

Address:

Hospital of Choice:

Hospital Telephone:

Current Medication:

Permission to use "E" Room of Hospital:

Medicaid and Blue Cross Numbers:

Additional Recommendations or Comments:

Parent's Signature:

Date:

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

B-5

ADULT MENTALLY HANDICAPPED PROGRAM

SPECIAL INCIDENT OR ACCIDENT REPORT

NAME:_____

Date of Incident_____ TIME_____( ) A.M. ( ) P.M. Place_____

Describe incident in detail:_____

Name(s) of other employee(s) witnessing incident:_____

_____ _____
Signature of Employee Reporting Incident Signature of Director

Was treatment by family physician or in a hospital required? ( ) Yes ( ) No

If "Yes," please specify name of physician or hospital_____

COMMENTS: (If first aid was given in Center, etc.)_____

_____
Signature of Person Giving Treatment

Further investigation required ( )Yes ( )No Date of investigation_____

Findings:_____

_____ _____
Signature of Director Date

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

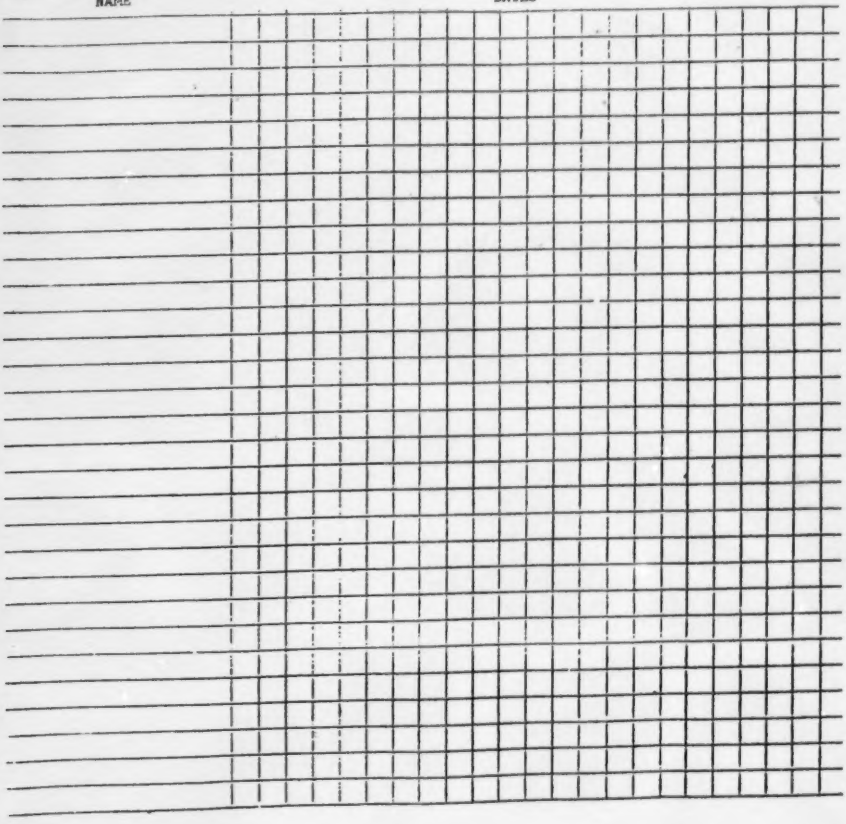
B-6

ADULT MENTALLY HANDICAPPED PROGRAM
ATTENDANCE SHEET

COURSE _____ MONTH _____ YEAR _____

INSTRUCTOR _____ LOCATION _____

NAME DATES



INSTRUCTOR'S SIGNATURE

DIRECTOR'S SIGNATURE

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

ADULT MENTALLY HANDICAPPED PROGRAM

INDIVIDUALIZED HABILITATION PLAN (IHP)

NAME:_____ DATE:_____

PROGRAM and INSTRUCTIONS:

CLIENT GOALS:

ACTIVITIES:

EVALUATION:

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

ADULT MENTALLY HANDICAPPED PROGRAM

CASE NOTE

CLIENT: _____

REPORT DATE: _____

REPORTED BY: _____

REMARKS:

_____

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EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

ADULT MENTALLY HANDICAPPED PROGRAM

COUNSELOR-TEACHER NOTE

TO:

FROM:

The following situation concerning _____

has come to my attention.

I would like to meet with you regarding this situation. The best time(s) for me would be _____. Please indicate your preference or another time convenient to you and return this note._____.

EAST BRUNSWICK
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COUNSELING INTERVIEWS

_____ CLASSES: _____

CLIENT _____

_____

COUNSELOR _____

_____

_____

_____

_____

DATE	TIME	OBJECTIVE	SUMMARY (Initial)

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM

ADULT MENTALLY HANDICAPPED PROGRAM

ASSESSMENT RECORD FORM

_____
CLIENT NAME

_____ _____
AGE SEX

PEABODY PICTURE VOCABULARY TEST DATE_____

FORM A M.A._____ I.Q._____

STANFORD BINET INTELLIGENCE TEST (GEOMETRIC DESIGNS)

M.A._____

		SCORE	DATE	EVALUATOR
SELF APPRAISAL INVENTORY	PRE-TEST:	____	____	_____
	POST-TEST:	____	____	_____
SEX EDUCATION	PRE-TEST:	____	____	_____
	POST-TEST:	____	____	_____
ESSENTIAL VOCABULARY	PRE-TEST:	____	____	_____
	POST-TEST:	____	____	_____

(cont)

ASSESSMENT RECORD FORM (2)		SCORE	SCORE	DATE	EVALUATOR
KEY MATH - OPERATIONS					
Addition	PRE-TEST:				
	POST-TEST:				
Subtraction	PRE-TEST:				
	POST-TEST:				
Multiplication	PRE-TEST:				
	POST-TEST:				
Division	PRE-TEST:				
	POST-TEST:				
KEY MATH - APPLICATIONS					
Word Problems	PRE-TEST:				
	POST-TEST:				
Money	PRE-TEST:				
	POST-TEST:				
Measurement	PRE-TEST:				
	POST-TEST:				
Time	PRE-TEST:				
	POST-TEST:				
TOTAL SCORE:	PRE-TEST:	POST-TEST:			

EAST BRUNSWICK
ADULT AND CONTINUING EDUCATION PROGRAM
CRANBURY ROAD
EAST BRUNSWICK, NEW JERSEY 08816
(201) 254-4420

Phyllis Klugerman, *Director*
Dorothy Chard, *Ass't. Director*

Date:_____

Dear Participant:

As you know, each night that you attend class, van transportation will be provided.

Your driver's name is_____

His/her telephone number is_____

Your Pick-up Point is_____

Please telephone your driver directly if you will not be attending class on a particular night.

If classes are to be cancelled due to inclement weather, an announcement will be made on WCTC, 1450 AM on your radio after 3:00 p.m..

SAMPLE NEWSPAPER ARTICLE

'Independent living' program to be expanded

EAST BRUNSWICK — An independent living program for mentally handicapped adults in the township will be expanded this year to include 100 clients from throughout Middlesex County, according to Phyllis Klugerman, coordinator of the program.

The expansion follows a $85,200 grant from the state Department of Mental Retardation to improve a pilot program started in the township last year.

"We feel all mentally handicapped adults can be trained in the skills of living 'independently," said Mrs. Klugerman. She said the program will include training in how to choose clothing, cook, shop, do laundry, read labels, and other basic skills.

Dance, sex education and instruction on interpersonal relationships will also be included in the program.

The instruction will be coordinated with the Cerebral Palsey Treatment Center in Edison, and the Raritan Valley Workshop in New Brunswick, Mrs. Klugerman said, and adults in the program will be involved from the late afternoon into the evening.

She said transportation will be provided through the program.

This year's program, scheduled to start this month, is an expansion of a trial class held last year in conjunction with the Adult Continuing Education Program in East Brunswick, which Mrs. Klugerman also heads.

SAMPLE PAGE OF BROCHURE ADVERTISEMENT

ADULT MENTALLY HANDICAPPED PROGRAMMING

County and district needs assessments indicate major voids in the areas of continuing education possibilities for the mentally and developmentally handicapped adult. In this direction the East Brunswick Adult and Continuing Education Program, in cooperation with the Cerebral Palsy Treatment Center and the Raritan Valley Workshop, has developed a broad-based program to accommodate these needs.

Programming efforts are conducted on a ten-month basis through the support of the New Jersey Department of Human Services, Division of Mental Retardation. Enrollment is restricted to September admission to allow for consistency and continuity of programming, thereby affording the best opportunity for client success. All programming will be conducted during evening hours. Programming components will include a wide variety of basic living skill education, including basic skills, communication skills, shopping and food preparation, home care, sex education, personal health and hygiene, social dancing, and arts and crafts. In addition, a coping discussion group for parents of the mentally and developmentally handicapped will be offered.

Ability and needs of each individual participant are assessed through various appropriate instruments and prescriptions are written by the counseling staff, in conjunction with the students and their parents or guardians, to accommodate these needs and abilities. Based on student prescriptions, schedules are arranged. Depending upon available resources, some transportation may be provided.

Project Co-Leaders: Stephen Piszar, Bernadette Toye
Staff: Edwin Brautman, Joan Davies, Dorothy Dugan, Rosalee Elson, Catherine Gigantino, Roberta Lipo, Frank LoPresti, Carin Mercurio, Margaret Papierowicz, Vera Schwartz, Barry Shutz, Travis Tallman
Secretary: Mary Nielsen

Individuals may indicate an interest in September admission by completing and mailing the form below.

- -

PROGRAMS FOR THE MENTALLY AND DEVELOPMENTALLY HANDICAPPED

am interested in receiving information for September admission in the following areas:

- ☐ Basic Skills
- ☐ Communication Skills
- ☐ Shopping and Food Preparation
- ☐ Home Care
- ☐ Sex Education
- ☐ Personal Health and Hygiene
- ☐ Social Dancing
- ☐ Arts and Crafts
- ☐ Parents Discussion Group

PARENT/GUARDIAN NAME _____

ADDRESS _____ ZIP _____

TELEPHONE: DAY _____ EVENING _____

PARTICIPANT NAME _____ AGE _____

Mail to Adult and Continuing Education, Cranbury Road, East Brunswick, NJ 08816

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